



## **CONTENTS PAGE**

### **Introduction**

- 1. Aims and Objectives for PSHCE**
- 2. Teaching and Learning**
- 3. PSE, PSHCE Provision**
- 4. Planning of PSHCE**
- 5. Delivery of PSHCE**
- 6. Topics Taught, Yrs 3-8**
- 7. Role of Head of Department**
- 8. Cross-Curricular Links**
- 9. Assemblies**
- 10. AEN (Additional Educational Needs, incl Gifted and Talented)**
- 11. Assessment and Recording**
- 12. Resources**
- 13. Monitoring, Evaluation and Revision**
- 14. Recognition of, and Celebration of Achievement**
- 15. KS1 Curriculum Guidelines**
- 16. KS2 Curriculum Guidelines**
- 17. KS3 Curriculum Guidelines**
- 18. Staffing**
- 19. Development Plan for PSHCE**
- 20. Health and Safety Roundup**
- 21. Every Child Matters Roundup**

The PSHCE policy below has been partly based on the National Curriculum 2000, which includes a non-statutory framework for Personal, Social and Health Education (PSHE) and Citizenship at KS1 and 2, and also takes into account further guidance issued by QCA in 2002. Information relating to SEAL and Every Child Matters guidance (2004) has also been incorporated.

Curriculum 2000 states two broad aims for the school curriculum,  
*“to provide opportunities for all pupils to learn and achieve.*

*To promote children’s spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.”*

The National Curriculum Handbook for Primary teachers in England (1999) DFEE.

## **What is PSHCE?**

PSHE encompasses all areas designed to promote children’s personal, social, health and citizenship development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. It is very closely linked with Every Child Matters, SMSC, and encompasses our work within Citizenship, and the initiative relating to SEAL at KS1.

### **1. Aims and Objectives**

Personal, social, health and citizenship education at St George’s helps enable pupils to become happy, confident children, able to develop good working relationships between themselves and the staff. We seek to engender in the children a sense of pride in what is an essentially Christian school with an ethos to match, but we are well aware that there are children at our school who are from different faiths and none, and we aim to ensure that they too feel equally at home.

In so doing we help develop their sense of self-worth and a respect for their environment, and an awareness of the outside community. We help develop their sense of self-worth, and to develop their sense of personal well-being. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the workings of the School Council, where the outcome is for all pupils to feel valued. We teach them about rights and responsibilities. In doing all these things, they are helped to develop as effective communicators with their peers, their teachers, their parents and the outside world. They learn to appreciate what it means to be a positive member of a diverse multicultural society. We teach them the importance of living safe lives, and helping those around them to keep safe. Good health and hygiene is also emphasised.

We aim to prepare children for the next stage in their educational careers with reference to the schools they go on to. There will be some further reference to university possibilities and future careers outside of formal academic training.

Our school curriculum and ethos promotes spiritual, moral, social and cultural development within a broadly Christian context, and prepares all children for the opportunities and responsibilities within their lives.

In the Pre-Prep, the use of SEAL (social and emotional aspects of learning) is being integrated into every aspect of the curriculum. SEAL is a soon-to-be-undertaken venture for the Middle (Yrs 3-5) and Senior (Yrs 6-8) schools, and is expected to become an integral part of the older pupils’ curriculum in due course.

## **Years 1 and 2 Provision of SEAL**

New Beginnings  
Going for Goals!  
Good to be Me  
Relationships  
Changes

## **2. Teaching and learning styles**

We use a range of teaching and learning styles. We place emphasis on active learning by encouraging children in discussions, investigations and problem-solving activities. We encourage boys and girls to take part in a range of practical activities that promote active citizenship e.g. charity fundraising (we have raised £24,000 plus in 2008-9) for the National Asthma Campaign, Blue Peter and Comic Relief, Macmillan Cancer Support), and pupils take an active part in school assemblies, where the content may be secular or sacred. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts. They can help inform on agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers such as health workers, police and clergy from St George's Chapel, and former pupils whom we invite to the school to talk about their jobs/careers, and how their roles interact with their local communities.

## **3. PSHCE Provision and Curriculum Planning**

### **Key Stage 1**

In Years 1 and 2 'Hand in Hand' is the way PSHCE is taught. This is our own variation on 'Circle Time'. This is taught as part of the class teachers' time with the children (i.e. not as a discreet subject).

### **Key Stage 2**

Each child is taught one lesson of PSHCE a week of 35 minutes. This lesson is timetabled to take place either during the day or at registration time. We teach PSHE and Citizenship in a variety of ways. In some instances e.g. Yrs 3 and 4, lessons may be taught in a cross-curricular style, linking with aspects of Science and English being taught concurrently.

### **Key Stage 3**

In Yrs 7 and 8, Drugs Education and Sex and Relationship Education are closely allied to what is happening in Science, but are taught as discreet topics of PSHCE. They are taught with care and consideration, but parents do have the right to:

- a) withdraw their children from such PSHCE sessions, and
- b) view the materials we employ. Parents are informed about Sex and Relationship Education via the 'Year 8 Overview' which is also posted on the backdoor of the school web site ('The Active Body').

At KS3, we also seek to develop the pupils' sense of economic well-being and financial capability via specific topics such as Taxation and Spending and Saving.

#### 4. Planning of PSHCE

In Key Stage One, the scheme of work is planned by the Pre-Prep staff, following the overarching guidance laid out in the overview.

At Key stages 2 and 3, the planning is undertaken by the head of department, in close liaison with the staff who deliver PSHCE. This helps ensure continuity. Plans provided for staff include long (overview) and medium term plans. Staff are expected to do their own short-term plans. Teachers of this subject are however encouraged to contribute new ideas, at the termly meetings held for all teachers of PSHCE.

#### 5. Delivery of PSHCE

PSHCE is taught in a range of styles: circle time, whole class and small group discussion, and I:1 (e.g. via the matrons, pastoral care team). Visitors to the school, such as police officers, fire fighters, health visitors, and former pupils of the school are all invited in to speak to the children.

In Year 8 a four week Leavers' Programme is arranged to focus particularly on developing pupils' self-esteem and providing opportunities to develop leadership and co-operative skills. A week spent at a PGL site has been a new venture in this respect. Once back at school, the relationship education that has been taught to the pupils in the summer term becomes a three lesson Sex Education unit.

#### 6. Year 1 Activities undertaken beyond SEAL:

Circle Time  
Hand in Hand (every other week)

#### Year 2 Activities undertaken beyond SEAL:

Assemblies  
On-going discussion (perhaps starting with SEAL-related session)  
Quiet time  
Class assemblies  
Hand in Hand (every other week)

#### Topics Taught in Years 3-8:

PSHCE Topics in Years 3-8 Jan 2010						
	Year 3 30 mins	Year 4 30 mins	Year 5 30 mins	Year 6 30 mins	Year 7 30 mins	Year 8 3X35 mins blocked per ½ term
Autumn	1.Intro to PSHCE 2. <b>Getting to know yourself</b> Unit1 3. <b>School Council</b> 4. <b>Keeping Safe</b> - Road Safety - Firework Safety Unit 11 5. <b>Living in a Diverse</b> World Unit	1.Intro to PSHCE 2. <b>How well organised are you?</b> Unit4 3. <b>Pupil Council</b> 4. <b>Thinking Skills</b> 5. <b>Friends or Enemies</b> Unit3 6. <b>Rules and You: the law</b> Unit 8	1. <b>Bullying</b> 2. <b>Family Matters</b> Unit 1 3. <b>Pupil Council</b> 4. <b>Substance Use and Misuse</b> Unit11 5. <b>How do rules and laws affect Me?</b> Unit 7 6. <b>Choices</b> 7. <b>Firework Safety</b>	1. <b>You + Your Feelings</b> -Your Life2 2. <b>You and Your Safety—in the home</b> Matron 3. <b>Pupil Council</b> 4. <b>You and the Community</b> - Your Life 1	1. <b>Conflict + Resolution</b> Curric.2000Unit 13 2. <b>Pupil Council</b>  3. <b>Crime</b> NC Unit 10 + Answers 2 Unit 7 + Your Life 1	1. <b>Government, Voting + Elections</b> Answers 2 Unit 9 Gov Spending Pack Your Life 1 Internet 2. <b>Pupil Council</b> 3. <b>You and Your Opinions</b> Your Life 3

Spring	1.Christmas Recall 2. <b>You and Your Neighbour</b> Unit 20 3. <b>Pupil Council</b> 4. <b>Animal Topic</b> 5. <b>How do rules and laws affect me?</b> Unit 7	1. <b>Keeping Clean and Healthy</b> Unit 12 2. <b>Keeping Fit</b> Unit 13 3. <b>Pupil Council</b> 4. <b>Thinking Skills</b> cont 5. <b>Human Rights-disablement</b> Unit 9	1. <b>Personal Hygiene</b> 2. <b>Water Safety</b> 3. <b>Pupil Council</b> 4. <b>Animal Matters</b> Unit 24 5. <b>Living in A Diverse World</b>	1. <b>Sex Education - Puberty</b> Unit 14 2. <b>Local Democracy for Young Citizens</b> 3. <b>Pupil Council</b> 4. <b>Bullying</b> 5. <b>In the Media- What's the News?</b>	1. <b>Human Rights +Citizenship Minorities -Children's Rights -The Disabled</b> 2. <b>Pupil Council</b>	1. <b>Illegal Drugs</b> Answers2 Unit 4 Drugs Fact File Your Life 2 Outside speaker 2. <b>Pupil Council</b>
Summer	1. <b>Coping with Change</b> Unit 5 2. <b>Rubbish Matters – Recycling</b> Unit 22 3. <b>School Council</b> 4. <b>Mini-enterprise Charity Sale</b> Unit 18	1. <b>You + Your Money</b> Unit 16 2. <b>A Class Newspaper</b> Unit 19 3. <b>School Council</b> 4. <b>Play Safe: in the countryside</b> Unit 21	1. <b>Rich world, Poor World</b> Unit 18 2. <b>Chancing Your Luck</b> Unit 16 3. <b>School Council</b> 4. <b>Human Rights</b> Unit 16	1. <b>A multi-cultural Britain – Origins</b> 2. <b>Drugs Ed – Alcohol</b> Unit13 3. <b>School Council</b> 4. <b>Smoking</b> 5. <b>Keeping Myself Safe:</b> - physically - on the internet - on mobile phones	1. <b>Cancer</b> Macmillan Cancer Support pack -outside speaker 2. <b>Spending and Saving (QCDA)</b> 3. <b>Keeping Myself Safe:</b> -assault -alcohol peer pres. -travelling safely by public transp.	1.. <b>Relationship +Sex Education</b> Life Issue, A Christian Perspective 2. <b>School Council</b> 3.. <b>Contraception + Abortion + STDs</b> Your Life 2 + 3

Years 3 and 4 Units as per 'Answers 1'

Years 5 to 8 Units as per 'Answers 2' unless specified as National Curriculum 2000

## 7. Role of the Head of Department

- To promote PSHCE across the school, at staff meetings, at SMT meetings
- To instruct pupils in the subject
- To promote/support/lead the INSET of staff when required
- To liaise with the Pre-Prep
- To plan the schemes of work
- To manage resources
- To plan ahead
- To ensure records of children are kept
- To monitor standards across the school
- To take termly meetings with PSHCE staff, and to take minutes
- To manage the PSHCE budget
- To keep up-to-date with developing trends

## 8. Cross-Curricular Links

Links are made with PSHE and Citizenship in other curriculum areas as appropriate e.g. R.S., P.E and Games, Science and Geography. Topics in the PSHCE programme are designed to link with those subjects and be taught alongside in the same term where possible. Much is made of the links between fund-raising (and what money can provide in the Third World) and PSHCE.

## **9. Assemblies**

We have a weekly theme to our assemblies, and strong links are established between PSHCE and the theme in question during the course of the assemblies. There are five assemblies a week, in each part of the school, taken by different senior staff, sometimes with pupils to assist. Our resident chaplain plans the themes in the Middle and Senior schools. We have class assemblies throughout the school, but not every week.

## **10. Teaching PSHCE to children with Additional Educational Needs (AEN)**

St George's School is committed to a policy of equal opportunities for all pupils. PSHCE is an entitlement to all pupils regardless of beliefs or ability.

At St George's we teach PSHCE to all children. Sessions involve the use of discussion, often following a DVD/video introduction. There is rarely a heavy emphasis on extended writing which can inhibit some AEN pupils. An oral contribution from all pupils is what is sought, enabling each child to express himself/herself. Tasks should be differentiated to take account of the different levels of learning that take place. We particularly try to ensure that the choristers and boarders attend PSHCE. Leadership is an aspect of PSHCE that is promoted across the age range, via outlets such as Pupil Council, assistance to staff with, helping mind pupils during breaks and lunchtimes etc. A pupil who is particularly talented in this respect may be placed on the Gifted and Talented register.

A pupil with an AEN Profile (formerly called an IEP) may be allocated appropriate, specific targets relating to PSHCE.

We ensure that pupils have access to a full range of activities involved in learning PSHCE.

## **11. Assessment and recording**

Teachers may assess the pupils' work through:

- Class teacher observation of activities during lessons
- Written work
- Participation in class activities: the ability to work both individually and in groups
- Level of focus and concentration in the classroom

Pupils will keep a record of what happens in each lesson. This will be recorded onto a sheet which they keep in their folders. This details the main points of each lesson, and pupils are invited to add their own comments. Younger pupils may just add a smiley face, or the teachers may record details of the assessment in their folders, due to time constraints. We have clear expectations of what the children will know, understand and be able to do at the end of each key stage (see KS1, 2 and 3 Curriculum Guidelines below). Class assemblies are another opportunity for the school to assess the quality of children's work.

## **12. Resources**

Most resources for PSHCE are stored in the PSHCE head of department's room (e.g. sets of books and DVDs), whilst the individual teachers retain copies of the more commonly used books in their classrooms. The two matrons are on hand to help with specific help areas, and outside agents (e.g. magistrate, solicitor, policemen, parents etc) are also invited in to provide help.

## KS1

Various story books (e.g. Helen Keller, Gandhi)

Stories of Jesus

Songs (e.g. When I needed a neighbour, Every Colour Under the Sun etc)

Assembly story books

## KS 2 and 3

DVDs/Videos/Internet + Games Used Across the Main School Yrs 3-8						
	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8
Autumn	-Getting Together (V) -Ready Brek Rd Safety Pack Espresso (internet)	Circle Time book + deo -No Bullying Here (V)-Ch4 -Thinking Out of a Box' (game) -'That's My Life'(V) video on disability Espresso (internet)	-Who Rules? (V) + Your Voice Counts (Citizen Power Vid 1.) -Law and Media (V) (Crime + Punishment) -Crucial Crew (internet) Espresso (internet)	-Dealing with Emotions(V) -Emotional Intelligence 'Out of a Box' game -Keeping Myself Safe DVD -Keeping Myself ESafe DVD	-Citizenship-BBC -Visit by JP (2 weeks, by Miss Wood) -Mobile Phone Safety (Orange) -Keeping Myself Safe DVD Rom 08 -Keeping Myself ESafe DVD	Let's Explore Parliament - internet -The Life that Jack Leads' (V and pack) -'Turning Blind Eyes' (Bullying drama)  -Keeping Myself Safe DVD -Keeping Myself ESafe DVD
Spring	-Share the World (V) +pack (Animals) Espresso (internet)	-Crunch Time (V) (Dental Health) Espresso (internet)	-Citizenship Minorities (V) -Global Citizenship – One World (V) Espresso (internet)	-Growing Up DVD BBC -Puberty –Tesco -'Living & Growing' Unit 3 (V)	-A World of Difference –Leeds Racial Unit - Being Different (V)	BBC video 'Substance Misuse (DVD) Project Charlie (pack)
Summer	-Planet.com – 'Sustainable Development' X2 Espresso (internet)	-Media Matters (Citizen Power) Espresso (internet)	Espresso (internet)	-Origins Ch4 (V) -Multi Cult Britain, Czech Rep.(video 3) -Cit Minorities BBC DVD	-Macmillan 05 Cancer Pack (inc 2 videos) -Have a Good Time (V) (alcohol) -Made of Money DVD -Boardworks DVD '10	-Sex Ed 'Growing Up' DVD BBC -'Off Limits'(V) Ch4 -'Tell Me About It' Ch4-relationship ed -Cit Minorities BBC DVD 09 -Boardworks DVD '10

### Other DVDs/Videos for General Use:

Good Health Guide to Drugs

### Other Resources:

No More Teasing – Game (all age groups)

Quality Circle Time in Action – (V) Jenny Mosley - staff use

Emotional Intelligence – (V) staff use

The Emotional Literacy Handbook – Staff use

No Bullying Starts Now – staff

**Text Books (sets of): 'Answers 1, 2', 'Issues 1,2 and 3 and 'Your Life' 1,2 and 3**

**' You and Me balls'**

Food in Schools (Healthy Schools) ....cont below...

## 13. Monitoring, evaluation and review

The PSHCE Head of Department is responsible for monitoring the standard of children's work, and the quality of the teaching. The leader is expected to support colleagues in the teaching of this subject by giving them information about current developments in the subject and by providing a guiding hand regarding the direction the subject takes. The Head of Department will also observe individual teachers' performance via formal lesson observations. The head of department is also expected to listen to ideas from the supporting staff, and make changes in the light of what may surface during termly (minuted) meetings. The subject leader is also

responsible for giving the Head Master, SMT and Governing Body feedback, evaluating the strengths and weaknesses in the subject, and for indicating areas for improvement. The Head of Department for PSHCE is monitored by the allotted SMT member, Miss Griffin.

#### **14. Recognising and Celebrating Achievement in PSHCE**

Achievement is recognised and celebrated through house points, certificates, stickers, assemblies, school events (e.g. school plays), cups for sporting achievements, and qualifications (e.g. music exams, school exams).

#### **15. Curriculum Guidelines for Key Stage One**

##### **Knowledge, skills and understanding**

##### **Developing confidence and responsibility and making the most of their abilities**

Pupils should be taught:

- To recognise what they like and dislike, what is fair and unfair and what is right and wrong.
- To share their opinions on things that matter to them and explain their views.
- To recognise, name and deal with their feelings in a positive way.
- To think about themselves, learn from their experiences and recognise what they are good at.
- How to set simple goals.

##### **Preparing to play an active role as citizens**

Pupils should be taught:

- To take part in discussions with one another person and the whole class.
- To take part in a simple debate about topical issues.
- To recognise choices they can make and to recognise the difference between right and wrong.
- To agree and follow rules for their group and classroom and understand how rules help them.
- To realise that people and other living things have needs and that they have responsibilities to meet them.
- That they belong to various groups and communities such as family and school.
- What improves and harms their local, natural and built environments and about some of the ways people look after them.
- To contribute to the life of the class and school.
- To realise that money comes from different sources and can be used for different purposes.

##### **Developing a healthy, safer lifestyle**

Pupils should be taught:

- How to make simple choices that improve their health and well-being
- To maintain personal hygiene
- How some diseases spread and can be controlled

- About the process of growing from young to old and how people's needs change
- The names of the main parts of the body
- That all household products, including medicines, can be harmful if not used properly
- Rules for and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

### **Developing good relationships and respecting the differences between people**

Pupils should be taught:

- To recognise how their behaviour affects other people
- To listen to other people and play and work co-operatively
- To identify and respect the differences and similarities between people
- That family and friend should care for each other
- That there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying.

### **Breadth of opportunities**

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- Take and share responsibility (for example, for their own behaviour, by helping to make classroom rules and following them)
- Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)
- Take part in discussions (for example, talking about topics of school, local, national and global concern)
- Make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)
- Meet and talk to people
- Develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)
- Consider social and moral dilemmas that they might come across in everyday life (for example, aggressive behaviour, questions of fairness, right or wrong, simple political issues, simple environment issues).

## **16. Curriculum Guidelines for Key Stage Two**

### **Knowledge, skills and understanding**

#### **Developing confidence and responsibility and making the most of their abilities.**

Pupils should be taught:

- To recognise what they like and dislike, what is fair and unfair and what is right and wrong.
- To share their opinions on things that matter to them and explain their views.
- To recognise, name and deal with their feelings in a positive way.
- To think about themselves, learn from their experiences and recognise what they are good at.
- How to set more advanced goals.

## **Preparing to play an active role as citizens**

Pupils should be taught:

- To take part in discussions with one another person and the whole class.
- To take part in a simple debate about topical issues.
- To recognise choices they can make and to recognise the difference between right and wrong.
- To agree and follow rules for their group and classroom and understand how rules help them.
- To realise that people and other living things have needs and that they have responsibilities to meet them.
- That they have responsibilities to various groups and communities such as family and school, and have a role to play in each community.
- What improves and harms their local, natural and built environments and about some of the ways people look after them.
- To contribute to the life of the class and school.
- To learn how to value money, to manage it in a simple way, e.g. pocket money, and to learn how to save.

## **Developing a healthy, safer lifestyle**

Pupils should be taught:

- How to make simple choices that improve their health and well-being, and find out how to make their lives healthier
- To find out what happens to the body as it grows, and how to look after it (personal hygiene) on reaching puberty
- How some diseases spread and can be controlled
- The functions of the main parts of the body
- That all household products, including medicines, can be harmful if not used properly
- Rules for, and ways of, keeping safe, at public events (e.g. Bonfire Night).

## **Developing good relationships and respecting the differences between people**

Pupils should be taught:

- To recognise how their behaviour affects other people, particularly neighbours
- To recognise anti-social behaviour in other people and see it as wrong
- To listen to other people, to try to understand their point of view, and play and work co-operatively
- To identify and respect the differences and similarities between people
- That there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying.

## **Breadth of opportunities**

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- Take and share responsibility (for example, for their own behaviour, by helping to make classroom rules and following them)
- Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)
- Take part in discussions (for example, talking about topics of school, local, national and global concern)

- Make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)
- Make real choices with regards to family, and ask themselves what they can do to help at home
- Develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)
- Consider social and moral dilemmas that they might come across in everyday life (for example, aggressive behaviour, questions of fairness, right or wrong, political issues, environment issues).

## **17. Curriculum Guidelines for Key Stage Three**

### **Knowledge, skills and understanding**

#### **Developing confidence and responsibility and making the most of their abilities**

Pupils should be taught:

- To reflect on and assess their strengths in relation to work and leisure
- To respect the differences between people as they develop their sense of identity
- To recognise how other see them, and to be able to give constructive feedback and praise.
- To recognise the stages of emotions associated with loss and change caused by death, divorce, separation etc
- To think about themselves, learn from their experiences and recognise what they are good at.
- To consider what influences how we spend or save money, and how to become competent at managing personal money
- How to set more advanced goals.

#### **Preparing to play an active role as citizens**

Pupils should be taught:

- About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge same assertively
- How to empathise with people different from themselves
- About the nature of friendship, and how to keep friendship going
- To recognise the cultural norms in society
- To recognise the changing pressures within family life, and to know when to provide extra help
- To know about the role of marriage in family relationships
- To understand the role of parents and carers, and the value of family life
- To resist pressure to do wrong
- To communicate confidently with their peers and adults

#### **Developing a healthy, safer lifestyle**

Pupils should be taught:

- How to recognise the emotional and physical changes at puberty
- To keep healthy (including understanding the link between good relationships and good mental health)
- Basic laws and rules regarding alcohol and drugs, legal and illegal substances



Class 4C:	Miss Elizabeth Coffin
Class 4A:	Mrs Gillian Armankwah
Class 5M	Miss Tara McGowan
Class 5S	Mr Paul Churchouse

**Key Stage 3 (Yrs 6-8)** Mr Paul Churchouse

### Drug Education and Awareness Policy

### Sex and Relationship Education Policy

These are to be found in the School Handbook.

### Development Plan for PSHCE below.....

### 19. Development Plan for PSHCE

<b>PSHCE Development Plan 2008-2012</b>			
<b>Governors, Management and Administration</b>			
2008-09	2009-10	2010-11	2011-2012
1. Invitation to Mrs Burton Phillips re Drugs Ed: To speak to parents To speak to pupils in Yrs 7 and 8 2. Dev of Mobile Phone policy following discussions re cyber-bullying in school. 3. Review of programme for Yrs 3 and 4 (all relevant staff)	1. Training of new staff member (K.Tombs) and on-going staff training (in Yrs 3 and 4) 2. Development of G and T ideas into lesson starters/finishers 3. Further exploitation of current G and T kit ('Thinking out of the Box') 4. Trialling of new Birchfield software for: Drugs Ed Alcohol Abuse Anti-bullying	1. Whole staff training re Cyber-bullying Jan 2010 2. Review of staffing for PSHCE (who should teach it in bulge Yr 6). 3. Incorporation of 'Boardworks' software into planning and training 4. Report to the Governing Education Committee (summer term 2011)	Review of staffing of PSHCE – consideration of more staff teaching senior pupils at registration time  Develop the teaching of Financial Awareness to Yr 8s (Money Sense)  More use of Yr 5 staff re teaching of PSHCE to their own classes (Tara McGowan)  More education given re single sex relationships to Yr 8s (as a result of the Education Committee meeting June 2011)
<b>Resources and Accommodation</b>			
1. Use of local MP to address Yrs 7 and 8 (Cit) 2. Trip to Houses of Parliament to emphasise role of Parliament	Birchfield software for: Drugs Ed Alcohol Abuse Anti-bullying Drug Education	1. Installation of new SMART board in Scholarship room + internet to aid PSHCE learning 2.	More use of YouTube and BBC Class Clips in teaching about bullying etc

## **20. Health and Safety Roundup**

The health and safety of the pupils whilst living their lives is of high importance to the school. In PSHCE, we inform on and discuss all the key areas of health and safety:

- internet and mobile phone safety
- legal and illegal drugs
- The Law
- resisting pressure to break rules and the law
- suitable dress codes
- behaviour in public
- relationships
- knowledge of STIs and HIV
- simple First Aid
- risk-taking relating to activities in school, and school trips out of school
- experiencing life in public places

## **21. Every Child Matters**

We subscribe to the five outcomes that children and young people have identified as being crucial to well-being in childhood and later in life:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being

ECM is the basis of our PSHCE policy.

## **PSHCE Policy Review**

The policy will be reviewed regularly to assess the apparent effectiveness of the approaches being used and the suitability of the materials chosen for use.

Reviewed Nov '11 by PC

KM (matron) and CF (head of Science) have given specific help re the whole PSHCE policy.

Next review date: Autumn '13