



BRUTON SCHOOL  
FOR GIRLS

SUNNY HILL PREPARATORY SCHOOL

**Personal Social Health Education including  
Citizenship Policy**

**September 2010**

## **Personal Social Health Education and Citizenship Policy**

### **Introduction**

**The underpinning aim of our PSHE and Citizenship programme is to work with our pupils to equip them with the skills, knowledge, qualities and values to enable them to deal confidently and competently with life in an ever changing and challenging world so that they grow into sociable and emotionally stable adults.**

### **Aims**

Our overall aims in PSHE are:

To work with our pupils to develop the social and emotional skills and qualities needed to interact effectively with other people.

To give pupils opportunities to increase their understanding of their own physical development, health and well being to enable them to live safe, healthy and fulfilling lives.

To help pupils become responsible citizens who make a positive contribution to their school community and society. Our aim is to foster an understanding of concepts, such as tolerance, respect and liberty, which are fundamental to a liberal and democratic society.

To enable pupils to become effective learners who enjoy learning, make progress and achieve.

To encourage pupils to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues.

To nurture in pupils the values which are key to the good ordering of the school community of which they are a part and those explicit values which are enshrined in the school's behaviour policy.

### **Objectives**

Our specific objectives in PSHE are to:

- Help pupils to manage their feelings and emotions.
- Foster the skills and qualities needed to enable pupils to become socially competent and well rounded young people
- Equip pupils for the future.
- Teach about healthy lifestyles and how to make wise decisions when making choices relating to life style.
- Help pupils to develop self awareness.

- Help pupils to develop empathy with others.
- Enable pupils to develop control over their lives.
- Foster independence, self-esteem, confidence and personal motivation.
- Develop a sense of social and moral responsibility.

## **Provision**

- The direct teaching of PSHE and Citizenship is based on DfE guidelines and from September 2010 incorporates aspects of the SEAL programme (Social and Emotional Aspects of Learning) sex and relationship education (see separate Sex Education Policy), Citizenship and Physical development including health and well being. There are also opportunities within the PSHE programme for pupils to participate in Forest School activities. Modules within the PSHE scheme incorporate a spiral approach where a theme and skills associated with it are revisited with new ideas yearly.
- PSHE schemes of work are in place for all year groups from Early years Foundation Stage to Prep 6.
- Currently one period (35 minutes) per week is allocated for a ‘formal’ PSHE lesson. This lesson takes place with the form teacher.
- Countless other opportunities for PSHE education take place in the course of a school week. These include: assemblies, ‘circle time’, group discussions in form times, playtimes, investigations and problem solving tasks. From September 2010 the Prep School PSHE coordinator will coordinate a series of assemblies based on SEAL themes.
- Circle Time will encourage the participation of individuals as part of a large group, respect for everyone’s views, talking and listening for all, inclusion of all adults and pupils and the sharing of ideas with the whole group. Circle time and class discussions will provide opportunities to respond to issues which may arise within the class, school, locality or world.
- All subjects can contribute to the PSHE curriculum but Science, RE and PE have a particular role to play.
- Visitors can share knowledge and experience with pupils so that they can extend their perspective on issues.
- Time may be available as deemed appropriate to enable pupils to work through personal problems with the school counsellor.
- PSHE will be covered through activities and whole school events such as (Comic Relief, Haiti Appeal, St George’s Day Fair, Christmas Shoe Box Appeal).

## **Good Practice**

Of great importance is the need to be critical and demanding about the content and presentation of our PSHE programme. It has long been recognised that the best PSHE lessons are characterised by the following features:

- Pupils participating in the learning process
- Well planned and rigorous lessons
- Ownership of the lessons by pupils and content which is relevant and interesting to them.

- Good inter-personal relationships between staff and pupils
  - Pupils taking some responsibility for their own work and its evaluation.
- Our approach must take account of the environment within which personal, social and emotional development occurs. Such development occurs most effectively within an environment, that recognises the importance of the community and the social aspects of experience in the development of meaning.
  - Our approach must also take into account of the significance of experience in moral and social development. Our values need to be institutionalised and become part of everyday life rather than abstracted from reality. In other words, children need to experience them as taken for granted *in action* —not simply in *theory* or *precept*.
  - Our approach must provide opportunities for pupils to reflect upon good examples of the values, skills and attitudes, which we wish to foster. Clearly this places the burden of responsibility upon the teacher of PSHE and all the staff within a school where it is valued. This means providing appropriate social models within the school and also ensuring that staff behaviour reflects the values and attitudes that we expect from the pupils.

### **Assessment and Recording**

There will be ongoing and age-specific informal assessment by the class teacher throughout each term.

Each pupil maintains a record of activities and developments in PSHE in her or his folder provided for that purpose.

Opportunities to evaluate the effectiveness of a PSHE programme are more likely to occur in the day to day encounters between staff and pupils and in the on-going monitoring of individual pupil progress in every area of school life. In this sense, evaluating PSHE is to recognise its importance and value within the school in terms of the kind of relationships that are found there.

The effectiveness of a PSHE programme is unlikely to be fully seen in the short term. Many of the children's values and attitudes are going to be refined and tested over a lifetime.

### **Inclusion**

Activities will be planned and organised to enable all pupils to participate and learn from the PSHE curriculum.

### **Equal opportunities**

Members of staff will ensure that all children will have an equal opportunity to develop their potential within PSHE and Citizenship, regardless of gender, ability, cultural or religious background, in line with the school's policy on equal opportunities.