

White Court School



Personal, Social and Health Education and Policy

Revised
January 2015

At White Court School we promote children's spiritual, moral, social, cultural, mental and physical development, to prepare all pupils for the experiences and challenges of life ahead. Pupil's health, wellbeing and safety is a priority. PSHE is a whole school policy, which is delivered through a planned and developmental programme of learning. The children acquire the skills, knowledge and understanding they need to manage their lives successfully now and in the future. A strong focus on PSHE across the school enables pupils to thrive as individuals, family members and informed, responsible members of British society.

Our PSHE programme provides children with opportunities to build confidence, resilience and self-esteem, to identify and manage risk and to make informed choices through a developing understanding of factors that influence their decisions. Alongside this children build an understanding of themselves, develop a tolerance of and empathy for, other people and learn to form and maintain strong relationships. They learn to understand and respect our common humanity, diversity and differences. Children learn about political and social institutions which affect their lives, as well as their democratic rights and duties as individuals and as members of British society.

Aim

At White Court School we aim to promote children's spiritual, moral, social and cultural development, and to prepare all pupils for the experiences and challenges of life ahead. We also aim to equip children with the skills, language and strategies they will need in order to live healthy, safe, fulfilling and responsible lives as British citizens.

Objectives

- ◆ To build confidence, resilience and self-esteem in our pupils and help them to form and maintain worthwhile and satisfying relationships.
- ◆ To equip our pupils with the knowledge, skills, strategies and understanding to live healthy, safe, responsible and balanced lives.
- ◆ To encourage children to take responsibility for their behaviour, show initiative and understand they can contribute positively to the lives of those living and working in the locality, as well as wider society.
- ◆ To enable children to distinguish right from wrong. To respect the criminal and civil law of England and to appreciate the value of the rule of law.
- ◆ To encourage respect for democracy and support for participation in democratic processes
- ◆ To enable children to acquire a broad general knowledge of and respect for public institutions and services in England.
- ◆ To pass on enduring values, develop integrity and autonomy and to help the children become responsible, capable and caring British citizens.
- ◆ To enable the children to explore the diversity that exists within our community, our nation and the world, and therefore develop a sense of their own identity as British Citizens.
- ◆ To enable pupils to reflect upon and clarify their own values and attitudes in order to develop key skills which will support them, both at school and in the future to make decisions about the way they live their lives.
- ◆ To enable children to identify and manage risk, in order to lead fulfilling, successful and balanced lives at school and in the future.
- ◆ To explore the issues of inclusion and equal opportunity. For the children to value the differences between people and cultures and address issues such as bullying, racism and sexism.

Continuity and Progression

Teachers will plan together following the outlined guidance for each Year Group. The guidance aims to consolidate and develop existing knowledge, skills and understanding.

Approaches to Sensitive and Confidential Issues

We aim to create a safe and supportive environment in which children feel their views are respected. A suitable climate is created that allows and encourages pupils to participate and to express their views and feelings.

Child Protection-See policy

Teachers need to be aware that effective PSHE and citizenship education can lead to disclosure of child protection issues.

Professional Confidentiality

A member of staff must never guarantee confidentiality to a pupil, nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the designated Child Protection Co-ordinators: **Mrs Diane Deans, Mrs Kathleen Raven, Mr Russell Pryke or Mrs Gill Pickering** and may require further investigation.

Provision

White Court School aims to provide a whole school approach to PSHE. A variety of methods are used, which include the following, as applicable to Year group and child:

- ◆ Discrete curriculum time
- ◆ Teaching through cross-curricular areas
- ◆ Assembly themes during collective worship
- ◆ Theatre group visits
- ◆ Activities and events, both within school and the wider community
- ◆ Involving children in the decision-making process when appropriate
- ◆ Undertaking identified themes as part of our Enhanced Healthy Schools Award
- ◆ Educational visits, e.g. places of worship, museums, environmental centres
- ◆ Residential Trips
- ◆ Links with local businesses
- ◆ Fundraising for charities
- ◆ Visitors from outside agencies.
- ◆ Weekly Celebration Assemblies
- ◆ SHEU survey
- ◆ Child of the Week
- ◆ School Pupil Task Force
- ◆ Sport Active Club
- ◆ Lunchtime Play Leader

Related Policies

Reference should be made to the following significant policies:

- ◆ Equality Scheme for 2014-2016
- ◆ Sex Education and Relationships Education Policy
- ◆ Drugs Education Policy
- ◆ Safety, including Road Safety
- ◆ Behaviour Policy
- ◆ Home, School, Community and Industry Links
- ◆ Race Equality
- ◆ Religious Education
- ◆ Special Education Needs
- ◆ Child protection
- ◆ ICT – E-Safety policy

Assessment, Recording and Reporting

Assessment is a planned part of the learning and teaching process and contributes to the motivation and self-esteem of pupils.

Assessment should:

- Actively involve pupils as partners in the assessment process
- Be inclusive
- Involve discussions with pupils about learning objectives and desired outcomes
- Provide opportunities to give and receive feedback on their progress and achievements
- Be ongoing, diagnostic and inform future learning and teaching.

Contributing to assessment:

- ◆ Pupils-self-assessment, developing pupils awareness of next steps in learning
- ◆ Observation and assessment by teachers and teaching assistants
- ◆ Discussion with children and / or parents
- ◆ Discussion with Governors
- ◆ Discussion with the wider school community

Each child's progress will be recorded on their pupil profile yearly and reported as part of the child's annual report.

Children's achievements/milestones in and out of school are recognised in weekly Celebration assemblies.

Links with Parents, Children and Outside Agencies

Parents are consulted through informal discussions, Parents' Evenings, and are invited to complete an annual survey facilitated by governors.

Within the school's prospectus/website parents are made aware of the school's approach to PSHE and Citizenship.

Children are consulted through assembly times, circle time, Year group and class discussions.

Links are made with a variety of outside agencies, including the Parish Council, Braintree District Council, School Cluster Groups, Primary / Secondary School links, local Churches and businesses.

This policy is monitored for its effect on different racial groups.

