

PERSONAL SOCIAL HEALTH CITIZENSHIP
EDUCATION POLICY

Opening Statement

Forest Park school is committed to promoting the personal, social, health and citizenship education of its pupils; our policies and practices encompass the needs of all our children from Early Years to year 6. (see Early Years policy for specific Early Years details). PSHCE provides pupils with the concepts, skills and understanding to make informed decisions with regard to their present and future lifestyles. Our policies and practices encompass the needs of all our children from Early Years to year 6 across all aspects of school life including out of school provision. It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring that each child's needs are met. Effective induction practices for all ITT, college and school students, volunteers and visitors aims to promote a consistent approach in meeting the needs of the whole school community.

Content

PSHE is taught in the curriculum. Much of the work related to PSHE will also be presented in the general context of normal teaching and the everyday life of the school. Just as children absorb positive messages from a carefully tended, thoughtfully planned built environment, so they absorb lessons from their human environment. Because a child's personal and social development is influenced strongly by the atmosphere of the school, relationships between all the people in that community should be positive. Besides this hidden curriculum, there must be opportunities within the framework of the timetable to develop the child's awareness of himself, as an individual and as a citizen, nationally and internationally. PSHE is covered in assemblies, sport, classroom interaction, on trips and by visiting educators.

A range of teaching and learning styles are employed including role play, discussion, writing, making, debating, collaborative work, research and audio-visual equipment.

There are six broad headings in this school's PSHE programme.

1. Drug Education.
2. Sex Education.
3. General Health Education
4. Personal Safety Education
5. Moral and Spiritual Education.
6. Healthy Eating.

The following four areas are detailed in the Science and PE Schemes of Work.

1. **Drug Education**

Our aims are:

- (i) to inform pupils about drugs and the implications of drug taking for their future.
- (ii) to raise the awareness of teaching and non-teaching staff and parents about drugs and drug issues.

2. **Sex Education**

Our aim is to provide both boys and girls with knowledge and understanding so that they can respect and care for each other and make informed choices about sex and family life.

3. **Health Education**

Our aim is to promote healthy lifestyles, focusing on healthy eating, exercise, and personal hygiene from Kindergarten.

4. **Personal Safety Education**

Our aim is to help young people develop skills which will enable them to live safely in a modern and potentially dangerous world.

The school's Health and Safety Policy ensures that staff are careful to explain to pupils the reasons behind rules and regulations. Such rules apply to playground activities, sports activities, procedures in science lessons, on trips and to arrangements for arriving and leaving school. Instruction and discussion on safety in the home, safety on the road begin at Kindergarten level. This is reinforced within the classroom and in larger gatherings throughout the school. A major issue, Water Safety, is covered in detail in the swimming programme.

Vulnerable children

Inevitably in the school there may be a child who has lost a parent, either through bereavement or divorce. In some cases this will put considerable mental strain on the child. The school's policy is that there will be a whole school approach in liaison with the parent/guardian, co-ordinated by the Headteacher and Class Teacher. This approach ensures that the child is both supported and able to continue with school life as normally as possible.

5. **Moral and Spiritual Education**

The RE curriculum provides the opportunity to look at Christian tenets, but considers other world viewpoints. The opportunity to work with others and to consider other viewpoints, is given in many lessons.

Assembly arrangements:

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| Monday - | Whole school (singing) |
| Tuesday- | Whole school |
| Wednesday | - Early Years/Junior House Meetings |
| Thursday | - KS Assemblies |
| Friday | - Celebratory assembly |

Because we are a non-denominational school we try to ensure that no-one feels he/she cannot take part in the Assemblies.

Stories which develop children's understanding of other people, and literature with an intrinsic value which contributes to our spiritual development, are presented to children from the Nursery upwards. A carefully selected series of novels for Years 4 - 6 ensures that pupils have the opportunity to consider human values, now and in the past, to appraise their own feelings and to talk honestly about their relationships with family and friends.

Studies of other regions and countries foster a willingness to become actively involved in caring for the Earth at local, national and global levels.

Spiritual

The word spiritual is defined as 'something fundamental in the human condition, which is not necessarily experienced through the physical senses or through everyday language. It is to do with the search for meaning and purpose in life and for values by which to live. Spiritual development is about the growth of knowledge and insight into values and beliefs'.

Forest Park School aims to provide a variety of experiences which give potential for the development of an awareness of self, an awareness of other people, an awareness of the natural world and the world around and an awareness of religious beliefs and practices.

Teachers are aware when situations occur in their teaching, which have the potential to give pupils the experience of awe and wonder and they will, through such situations, help pupils to:

- Enter into experiences fully and focus upon them at considerable depth, for example the birth of a brother or sister to a member of the class.
- Discover new facets of things which they take for granted – for example looking carefully at plants or creatures to see how they have special characteristics unique to them.
- Become more aware of the natural world.
- Experience the intensity of becoming aware of things at a deeper level.
- Ask questions about the meaning and purpose of life.
- Develop personal values.

- Appreciate and reflect upon the beliefs and values of others – give respect to the ideas of those from differing cultures.
- Value the ideas and contribution of others – listen to things which are important in their peer lives.
- Offer opportunities in RE for pupils to consider the feelings of others and reasons for different types of behaviour.

The daily collective act of worship provides an opportunity for reflection and consideration of issues of meaning and purpose. It is:

- primarily of a Christian nature, but acknowledges beliefs of others.
- designed to encourage acts of worship which touch on the concepts of mystery, depth of feeling, relationships with others, reflection and contemplation.

Social

Social development at Forest Park School concerns the ability to encourage pupils to relate effectively to others, to take responsibility, to participate fully in the school community and the community at large and to develop an understanding of citizenship.

Within the classroom pupils are encouraged to work in pairs, in groups and on collaborative projects which require co-operation, understanding, the ability to listen to others, contribute and change ideas.

During the year pupils organise many events for charity which involve working as a group, organising, planning and executing ideas successfully.

Once a term each class plans and delivers an assembly to the school.

Team games in PE, Sport and PSHCE assist with the development of interpersonal skills.

Social events with other schools are organised and sometimes pupils are invited to social and sporting events at other schools.

Pupils have the opportunity to take part in group visits on field trips abroad and in England.

The school encourages a School Council as an organisation which represents the school community as a whole and members of each year are represented on the council and are responsible for ensuring the pupil's body has a voice in the running of the school. The Anti-Bullying Council and prefects also meet once a week to discuss social issues in school.

The school provides a wide-ranging programme of extra curricular activities, some of which include competitive activities and members of clubs and societies from other schools. All are encouraged to take part. The school takes part in competitions, speech and drama festivals locally and nationally.

Moral

Moral development at Forest Park School is concerned with a pupil's ability to make judgements about how to behave and act and the reasons for such behaviour, understanding the principles that distinguishes right from wrong. It is also about respect for other people, truth, justice and property. It is about the ability to develop a personal code of behaviour.

The learning environment and the expectations of those in our environment influence the pupils moral development.

Every pupil in the school receives and understands the schools code of behaviour and bullying.

Teachers discuss issues appertaining to personal and group attitudes in all lessons; particularly PSHE.

Teachers fully discuss reasons for pupil's actions and help pupils make decisions, which are acceptable to the community of the school and society as a whole. Related issues are discussed once a week in staff meetings.

Each pupil in the school, irrespective of ability is:

- Valued as an individual for the contribution they make in all situations.
- Encouraged to explore their feelings in reactions to different stimuli.
- Be addressed with respect and actively encouraged to express views in a positive and polite manner.

Pupils know the difference between right and wrong.

Pupils have an active role in deciding what behaviour is acceptable in the classroom.

Pupils are encouraged to talk about problems concerning behaviour, bullying, etc and know they will be listened to seriously.

All pupils, irrespective of ability, culture or age are able to access such experiences in the classroom, in extra-curricular activities and in social activities and visits to various places of interest.

In developing the moral dimension in the school we are encouraging:

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School Policy Documents & Guidelines

- the consideration and evaluation of inner feelings in all kinds of situations
- reflecting on personal values, attitudes and beliefs as they affect the self and others
- encouraging a sense of healthy self-esteem and personal worth
- establishing personal and institutional codes of behaviour and implementing these successfully.

Cultural Development

Forest Park School is supportive of each pupil's cultural tradition and encourages each pupil to be proud of his or her heritage. Effort is made to encourage pupils to respect and appreciate the diversity and richness of cultures and heritages different to their own. In many curriculum areas, as well as extra curricular activities, opportunities are used to develop this aspect of school life.

There are opportunities to visit places of interest organised to stimulate discussion of the cultural aspects of a subject and understand curricular facts. Children visit galleries, historical villages, museums etc.

Pupils have drama workshops and they are encouraged to perform to a variety of audiences both in and outside school.

There are infant and junior choirs which perform for the community and on stages further a field in competitions, displays and fund raising events.

Theatre workshops visit the school each term.

Pupils have opportunities to attend musical, dramatic and dance productions for relaxation as well as study purposes.

Artists with specific skills – pottery, music, dance etc visit the school and share their expertise and history with pupils. For after school activities this is especially encouraged.

Pupils experience the culture of other nations through celebrating such festivals as Diwali, Eid etc. Assemblies are held to educate pupils on different cultures and speakers are encouraged into the school.

Aspects of other cultures are shown to pupils – dance from Asia, cooking from India etc and different forms of worship.

DISSEMINATION OF THE POLICY

All members of staff and Directors will receive a copy of this policy. Copies may be reviewed by parents on request to the Headteacher.

PROCEDURES FOR POLICY MONITORING AND EVALUATION

This policy will be reviewed, evaluated and updated annually to assess its relevance and effectiveness.

