

Introduction

Personal, Social and Health Education (PSHEE) should provide a curriculum context for the personal and social development of young people within the Merchant Taylors' Schools, facilitating individual growth through a coordinated educational programme. It permeates all aspects of life in school.

“Those who are happy with their image are able to take increasing control of their lives, including decisions relating to healthy lifestyles. The organisation and management structures of a school can do much to encourage the development of self-confidence and self-esteem. For example, open communication can make an individual feel wanted and valued; a strong pastoral system can support personal development as well as being a mechanism for responding to crises or misdemeanours”. (National Curriculum Council - Curriculum Guidance: Health Education, 1990).

Throughout the PSHEE provision in the school, students are encouraged to have respect for other people, paying particular regard to: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation (as set out in the Equality Act 2010).

“From an early age young people are constantly exploring and learning from their immediate environment. As they grow they acquire a tremendous range of knowledge and skills and they have the opportunity to make decisions which affect others as well as themselves. The process of personal and social development focuses on personal growth, which is the acquisition of personal autonomy through the development of self-confidence and a positive self-image. This occurs in all aspects of an individual's life and is not confined to activities within an educational programme. It needs to be the concern of all those involved with young people, indeed of a society as a whole”. (Personal and Social Education - a Curriculum Statement - East Sussex County Council, 1991).

The personal and social development of children should be the major goal of education. To rely on the “hidden curriculum” is not enough: it is too important a goal to leave to chance. Those members of staff involved in all aspects of educational provision in the Merchant Taylors' Schools, both formal and informal, plan, prepare, deliver and evaluate opportunities for personal and social development. It is hoped that other aspects of School life, such as sporting activities and areas of special interest will reinforce the aims of PSHEE.

Policy Aims

- To further the continuing development of the individual.
- To further realise each pupil's potential.
- To encourage all pupils to be active and responsible citizens in the community.
- To help pupils understand and value themselves as individuals and as responsible and caring members of society.
- To encourage self-awareness, self-esteem and self-confidence.
- To foster a sense of social and moral responsibility.
- To encourage respect, sensitivity and tolerance to the needs and values of others.

- To enable the development of a wide variety of relationships and adopt appropriate behaviours.

Objectives

- To give pupils the tools, enabling them to actively manage their lives competently and responsibly.
- To develop sensitivity to the needs of people, listening to others and expressing themselves in such a way they need to be respectfully heard.
- To encourage pupils in the development of the ability to make informed responsible and realistic decisions that affect their lives, now and into the future.
- To develop systematic and intuitive methods of addressing problems that lead to practical solutions, which are effective and can be evaluated and modified as necessary.
- To increase pupils' understanding of society and how they may become active and tolerant citizens within it.

Organisation and Structure

Personal, Social and Health Education takes place within the Schools in a variety of contexts, both formal and informal. The "informal curriculum" provides a wide range of opportunities for PSHEE, including assemblies, extra-curricular activities, school visits, outside speaker and the House System.

The formal curriculum delivers PSHEE informally through subjects like Science, Technology and Religious Education.

Specific PSHEE is also delivered through a programme outlined by Stanfield School. This includes:-

- Spiritual, Moral, Social and Cultural Development
- Behaviour Policy
- Anti-Bullying
- Sex and Relationship Education
- Diversity
- Citizenship

Through a variety of learning experiences Stanfield helps each child:

- Know him/herself better and think well of, and respect, him/herself and others
- Develop confidence and independence and think and act for him/herself
- Acquire personal qualities, values and social skills
- Take his/her place in a wide range of roles in preparation for adult life, to deal with risk and meet the challenges of life and to play an active role as a member of society

TEACHING

PSHEE and Citizenship permeates all aspects of life in school and is encompassed within the teaching of other subjects. The interdependent aims for the school cannot be fully achieved without the provision of PSHEE and Citizenship.

PSHEE and Citizenship is linked closely to other cross-curricular policies, which can be consulted for more information, including:

- Anti-Bullying
- Child Protection
- Pastoral Care
- Sex and Relationship Education
- Health and Safety
- Diversity
- Spiritual, Moral, Social and Cultural Development
- Playground Policy
- Behaviour Policy

The way the curriculum is managed, its organisation and the varying teaching styles used are central to Stanfield's philosophy and ethos, its aims, attitudes and values. All contribute to the personal, social, emotional and healthy development of children in school.

PSHEE and Citizenship features as a time-tabled part of the weekly curriculum, as well as impacting on the rest of the curriculum.

CITIZENSHIP

Citizenship comprises three inter-related strands:

1. Social and moral responsibility
Pupils learn self-confidence and social & moral responsible behaviour towards authority and each other.
2. Community involvement
Pupils learn to become involved in the life and concerns of their neighbourhood and community
3. Political literacy
Pupils learn about the issues, problems and practices of our democracy and how citizens of the UK can make themselves effective in public life.

Through a variety of learning experiences Stanfield helps each child:

- Know him/herself better and think well of, and respect, him/herself and others
- Develop confidence and independence and think and act for him/herself
- Acquire personal qualities, values and social skills
- Take his/her place in a wide range of roles in preparation for adult life, to deal with risk and meet the challenges of life and to play an active role as a member of society
- Value and respect all living things, the environment and his/her and others belongings
- Be able to share and co-operate with other children and adults
- Value their achievements
- Identify moral values and strive to live up to them

CURRICULUM AND SCHOOL ORGANISATION

Time Allocation:

A minimum of 30 minutes per week is allocated in the timetable to the specific teaching of PSHEE and Citizenship.

In addition, opportunities to teach PSHEE and Citizenship are taken through the school day when teaching the full curriculum and other cross-curricular subjects. Whole school and department Assemblies also provide an opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting and celebrating the school's values and achievements as well as those of individual children.

Implementation:

Class teachers may use their own methods to implement the scheme of work when teaching PSHEE and Citizenship, while, at the same time ensuring that these complement and reflect the overall aims and philosophy of the school. PSHEE and Citizenship, are developed in the following ways:

- Class-based topics
- Discussion time

Schemes of Work:

- **EYFS**
Through the EYFS Personal, Social and Emotional Development schemes of work we ensure the children are given tasks and opportunities to develop:
 - Positive relationships
 - Enabling environments
 - Learning developments
- **Year 1**
 - LCP PSHEE and Citizenship and Developing Citizenship schemes are used
 - PSHEE & C is closely linked to the Religious Education scheme
 - PSHEE & C is delivered through topics such as Ourselves; Healthy Living; Our Feelings; Our Surroundings etc.
- **Year 2**
 - View Points (Cherrytree) and Good and Bad Series (Cherrytree) books; the video 'Share the World' and work on Road Safety are used as the basis for PSHEE & C
 - Stories based on issues such as 'Fair' and 'Kind', giving two points of view are read to the children and then discussed
 - Topics to be covered during the academic year include topics on feelings' personal integrity (truthfulness; kindness & bullying; honesty & stealing); care of animals and road safety
- **Years 3 and 4**
 - Answers (Collins Education) Pack 1 is used
 - The units are equally split between the two year groups to link in with other cross-curricular themes
 - The school nurse visits once a year to give a talk to the children about healthy eating; different body parts (including boys); body changes and brief introduction to

'periods'. Great emphasis is laid on the fact that we all develop at different rates and that we should never tease people about their bodies.

- **Years 5 & 6**

- Answers (Collins Education) Pack 2 is used
- The units are equally split between the two year groups to link in with other cross-curricular themes
- The school nurse visits once a year to give a more in depth talk about body changes and 'periods' to Year 5 and basic sex education & how babies are born in Year 6. The emphasis for Year 6 is on loving relationships and does not focus on contraception.

Parental workshops were held in the Spring Term 2014 to inform them of the content of the School Nurse's talks. This is repeated on an annual basis with one for Year 4 also given.

- **Year 5**

Topics covered will include work on self-awareness and family matters; groups and gangs and decisions about behaviour; rules and rule-breakers; coping with change and loss; communities and life-styles; gambling and possible consequences; environmental education and vanishing forests

- Topics covered will include work on the global community – the EU; views on society; democracies; lives of people in other places; war and peace eg civil war in Sierra Leone; citizenship and human rights; how differences can be resolved; clean and renewable energy eg HEP

Extra-curricular responsibilities given to the children are:

- **Year 6**

- Taking weekly House Assembly. The girls take it in turns to collate house points and to award Merit Badges to the winners
- Swimming, Netball, Hockey and Athletics captains
- Giving reports on sporting and music success in assemblies and writing reports for the school Website
- Taking a leading role in the annual Prize Giving ceremony in July
- The Music Captains with the projection of the hymns in assemblies
- Web Break duties (all girls)
- Giving guided tours to prospective parents
- School Council (2 representatives from each form)
- Eco Council (1 representative from each form)

- **Year 5**

- Lunch duties (all girls on a two-week rota)
- Giving guided tours to prospective parents (if Year 6 girls are unavailable)
- Playpals to help younger children with their games at lunchtimes
- School Council (2 representatives from each form)
- Eco Council (1 representative from each form)

- **Year 4**
 - School Council (2 representatives from each form)
 - Eco Council (1 representative from each form)
- **Year 3**
 - School Council (2 representatives from each form)
 - Eco Council (1 representative from each form)
- **Year 2**
 - School Council (2 representatives from each form)
 - 6 children are chosen each term to be Playpals
- **Year 1**
 - School Council (2 representatives from each form)

The School Council

The School Council meets once a week. The aims of the council are to give the representatives to have the opportunity to discuss with their classes and then in council ideas and suggestions they have for the school.

The Eco Council

The Eco Council meets once a week.

Children involved on both the School Council and Eco Council are expected to help with presentations in assemblies

In planning the curriculum, we aim to provide:

- A clear, consistent framework of values, supported and agreed by all, in which to work
- A classroom climate that encourages a high level of interest and all children to explore hypotheses
- Opportunities for personal growth outside the classroom through responsibility, extra-curricular activities and educational visits

All staff promote positive approaches to behaviour, setting clear guidelines to the children.

We provide opportunities for personal, social and health development through:

- Individual, peer group, collaborative group work, discussion and role-play
- Preparation and presentation of tasks for different audiences
- Positive self-assessment
- Positive marking, across the whole range of subjects taught at Stanfield, with written and oral comments
- Active participation in charitable events

Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children are helped to form their own attitudes and values. By building positive working relationships between pupils and staff, all members of our school family are valued as individuals.

Children learn the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves.

Clubs and Teams

At Stanfield we consider school clubs and extra-curricular activities to be a central feature of the school. We have a large number of clubs ranging from sporting activities to music, dance, art, maths, ICT. All children from Years 2 – 6 are given the opportunity to and are encouraged to join some of the afore-mentioned activities. Being a member of school clubs and teams builds up, amongst other things, children's self-esteem, independence, team spirit, determination, commitment, a sense of belonging to the school community, knowledge of strengths and weaknesses and the ability to cope with success and failure.

PARTNERSHIPS WITH THE LOCAL COMMUNITY

At Stanfield we aim for PSHEE and Citizenship, to complement the personal and social development of children provided in the home and the community.

Parents are encouraged to become involved in the life of the school by attending performances, helping on school trips, helping with readers, with extra-curricular activities and in fund-raising.

We value the contributions of the community and outside agencies to the personal, social and health development and citizenship of its children through active involvement in the life and philosophy of the school. This has involved inviting a wide range of representatives to talk to the children including: the School Nurse; civic leaders; charity workers such as NSPCC and police and fire service personnel.

In order to further develop Citizenship girls in the Senior Choir annually entertain members of the wider community by invitation.

The choir and instrumentalists have also

- entertained residents at retirements homes
- sung carols for at the local churches
- been invited to sing at Liverpool Cathedral in a fund-raising concert for the Clatterbridge Cancer Research Charity Team

In addition to this, all children are actively encouraged to raise funds for local, national and international charities through class fund-raising activities and whole school events. Charities that we regularly support are NSPCC (money box collection); Jeans for Genes; Royal British Legion; Children in Need and Comic Relief.

We also support local charities such as the Waterloo Partnership; Jospice through selling toys at Christmas and Easter and by donating tinned goods collected at our Harvest Service to the Christmas Shelter for the homeless in Southport

The School Council takes some of the responsibility in deciding which charities are to be supported during the academic year.

Link school in Waterloo, Sierra Leone

We have a partnership with HOPE Preparatory School, backed by the British Council.

These links will give pupils in both schools the opportunity to learn about another culture as well as developing shared curriculum objectives.

Members of staff from each school have organised exchange visits and to had the opportunity to teach whilst there.

IN CONCLUSION

PSHEE and Citizenship will play an important part in each child's development. It will help to prepare pupils for some of the opportunities and experiences of adult life.

J O'Mahony

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