



# OXFORD HOUSE SCHOOL

# PERSONAL, SOCIAL & HEALTH EDUCATION POLICY

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

#### **Fundamentals of the School's Ethos**

Oxford House is a small 'family' community. It follows that the important elements of PSHE cannot be taught as a separate subject, rather that they underpin and underline all that we do, all of the time.

We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. British values and SMSC are an integral part of our fundamental school day whether it be through our enriched curriculum, assemblies including guest speakers with opportunities for workshops and our pastoral care.

#### **The Role of Collective Worship and PSHE**

Through the school's assemblies many topics also relevant to PSHE will be discussed at the level appropriate to the children. Assemblies are also forums for children to receive positive feedback and to celebrate their achievements at school and in the wider community. Children from both key stages participate in class assemblies at various times. Collective worship ensures that pupils have the opportunity:

- to value themselves as unique human beings with great potential and ability to grow spiritually, morally, intellectually and physically as they journey through the School
- to value others for what they are and where they are and who they are, and to enjoy building relationships to fulfil themselves and others as people within the community of the School and outside
- to value the truths, freedoms, honesty, fairness, rights and most importantly the responsibilities associated with a caring society

Our pupils may be assisted in becoming 'good citizens', of both school and community, through our continuous interaction throughout the school day, from arrival and morning assembly, to going home, with the thread running through every single subject and aspect of the School's life.

#### **Lower School**

- Pupils should develop in confidence and responsibility with the help of the teacher's caring respect for the individual.
- Pupils need to be taught about what is right and wrong, fair and unfair.
- They should discuss and share their own opinions and respect those of others.
- They should learn from their experiences, recognize their strengths and be positive about tomorrow as well as today.
- Pupils should be encouraged to make positive contributions to their group or class, and to the community of the School.
- They need to understand that they belong to various groups and communities, such as school and family.
- Their oral skills should be developed within the appropriate conventions of a community;

- They should come to appreciate that people, animals and all living things have needs, and that they have responsibilities towards them.
- Pupils should be taught the importance of health, hygiene and well-being.
- They need to know the names and functions of the main body parts, about some diseases and the care needed with medicines – and general products found at home.
- They should become increasingly aware of safety for themselves and others, at school, at home and in the streets.
- Pupils should quickly come to know how their actions can affect other people.
- They need to learn to listen to and respect the views of other people, and, as they become aware of the differences between people, to appreciate those differences.
- They should know that there are different kinds of teasing and bullying, that bullying is wrong and hurtful, and how to deal with those situations.

### Upper School

In addition to the above:

- Pupils should continue to develop in confidence and responsibility with the help of the teacher's caring respect for the individual.
- They should be able to talk and write about issues and opinions and to recognize their worth as individuals, highlighting their strengths and, where appropriate, their weaknesses.
- They should become more mature and responsible in the making of choices and come to understand better the things that are important and the things that really do not matter.
- They should increasingly be given responsibilities, whether small or large.
- The oldest pupils must be helped and guided through the physical and emotional changes in their maturation processes and receive help and guidance before they transfer to senior schools.
- They should discuss material values and see the differences between wants and needs.
- Pupils should continue to develop their social skills within a community.
- They need to understand why there are rules in any society and to appreciate the negative effects of anti-social behaviour, such as bullying – either physical or mental – and racism.
- They should have a more mature understanding of rights and wrongs, of rights and responsibilities and that these can differ within different communities.
- They should be able to appreciate the other persons' views and opinions.
- They should learn about democracy and how it works in this country.
- Know about voluntary and charitable service.
- Look at issues that affect communities and the environment.
- Pupils should develop an increasing understanding of health issues and a healthy lifestyle and how to make sensible and informed choices.
- They should recognise risk situations and develop an ability to cope and deal with risks that affect themselves as well as others.
- Pupils should understand and appreciate the need to care about others and their feelings.
- The importance of family life.

- They should have a thoroughly mature and sensible attitude towards teasing, bullying and racism, as well as the differences between people.
- To know how to deal with difficult situations or where to find help, advice and guidance.

### **Curriculum Organisation**

PSHE and Citizenship will be delivered as follows:

- Termly through planned units of work with a main focus and cross curricular links appropriate to the theme.
- The main planned focus will be appropriate to the children at whatever stage of their school life and curriculum coverage will ensure progression. The objectives covered are outlined in the Oxford House PSHE Framework.
- Throughout Early Years Foundation Stage, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 varying aspects of PSHE will be addressed at different times. All of the PSHE and Citizenship curriculum will not be delivered in one year. It is recognised that certain areas will need to be delivered each year or each term as appropriate as outlined in our PSHE Programme of study.
- By visiting speakers or through visits out of school. At this time all speakers will work with the class teacher
- As with all other areas of the curriculum PSHE in the classroom will be delivered through a range of strategies eg whole class or group discussion, circle time, videos, recorded work and drama etc
- Cross curricular links will be made whenever possible and identified in planning. The main curriculum area being studied will be evident in recorded work
- Evidence of PSHE will be a variety of forms eg photographs as well as written work. Annual overview kept by each Form Teacher of the topic and method of delivery. The very nature of PHSE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgement in this.

For both Key Stages positive self esteem and confidence are important as foundations to enable children to be secure, motivated, confident and independent learners. As part of the learning children need to develop assertiveness and skills of negotiation, conflict resolution and to be able to express their feelings whilst being aware of their impact on others. Issues of children's personal safety should be addressed.

At this school we are aware that PSHE includes aspects of school life not confined to the classroom eg friendship, making school rules, being aware of other cultures and coping with change. These issues are as important as those planned for in the classroom. Both will complement each other as PSHE does not exist in a vacuum. Through the breadth of opportunities offered to children in both key stages, pupils will be encouraged to make choices and decisions in the issues which affect our lives.

Reviewed: February 2017 by Mrs Sarah Leyshon and Mrs Wendy Knight

Review: February 2018 or sooner if deemed necessary/ in line with any changes by Cognita