



### **Rationale.**

Personal, social and health education and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible citizens.

PSHE and citizenship help to promote awareness of pupils' rights, duties and responsibilities as individuals and members of their communities and enable their pupils to participate in the life of their schools and communities.

(DFEE A Framework for Personal Social and Health Education and Citizenship at Key Stages 1—4)

We have worked hard to create a climate of caring throughout the school. This characteristic of caring is frequently identified, by visitors to the school, as being one of the strongest characteristics. We believe that the schools' ethos and environment contributes to this by providing the security and stability so important to our pupils.

Faced with tensions of poverty, violence, drugs, racism and criminality within some areas of the local community/society and the negation of rationality, sensitivity and tolerance (which is often compounded by the media), we try to work from, and build upon, the premise that people are mostly honest, genuine and caring. We believe that this school can, (and does) make a difference and the raising of standards of educational achievement inevitably promotes good personal developments.

### **Aims.**

The aims of personal, social and health education are to enable the children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent and reasonable members of the school community;
- Be positive and active members of a democratic society;
- Develop self - confidence and self - esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.

### **Objectives.**

We intend to:

- Raise pupils' self - esteem and enable them to experience success;
- Develop a sense of belonging and pride in the school and community to which the pupils

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belong;  
Encourage pupils to work collaboratively and to have respect for the culture and opinion of others;  
Create a climate of mutual respect and support in which staff are sensitive to the needs of the pupils;  
Promote pupils' knowledge and awareness of their own culture and political traditions in a climate of respect for other cultures;  
Develop awareness of personal safety and of the work of the emergency services;  
Encourage children to have independence of thought and to have the confidence to express their opinions.

### **Guidelines.**

In both Key Stages 1 and 2 pupils will be taught PSHE three main themes:

- Health and Wellbeing
- Living in the Wider World
- Relationships

These themes will mainly be taught as integral parts of other foundation subjects but some aspects may be covered in discrete units (e.g. Sex and Relationships education in Years 5 and 6).

During both Key Stages the themes will be taught through opportunities to:

Take responsibility;  
Feel positive about themselves;  
Take part in discussions;  
Make real choices and decisions;  
Meet and talk with people;  
Develop relationships through work and play;  
Consider social and moral dilemmas that they come across in everyday life;  
Ask for help/find information and advice and in Key Stage 2, prepare for change.

Every year group teacher will be responsible for delivering Hawthorn's PSHE curriculum.

### **Monitoring and Review.**

The PSHE subject leader is responsible for monitoring the standards of pupils' work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. They are also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further development.

### **Conclusion.**

Drug Education is an explicit, planned component of PSHE.

**PSCHE Policy**  
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**Sarah Jackson**

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