

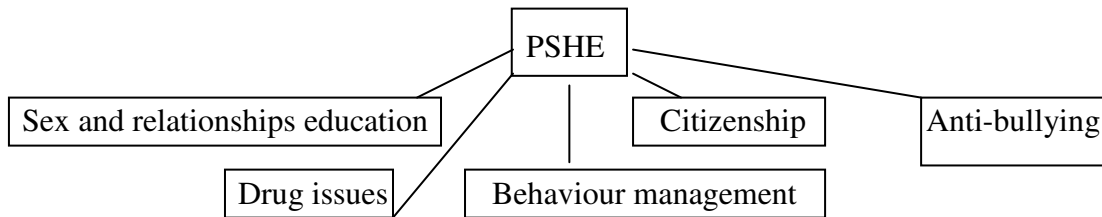
**Staplegrove Church of England
Primary School**

Rationale on

**Personal, Social and Health &
Citizenship Education**

Staplegrave Church of England School **Personal, Social and Health Education and Citizenship**

The purpose of this document is to be an umbrella for Personal, Social, Health Education (PSHE&C) that encompasses separate school policies for *sex and relationship education, drug issues, anti-bullying, behaviour and discipline and equal opportunities*.



Contextual statement

Staplegrave School is an six class, Church of England, urban primary school taking children from the local area and other parts of Taunton. It is a school catering for children who come from a range of social, cultural backgrounds.

Teresa Underwood co-ordinates the development and implementation of PSHE&C in the school. The curriculum sub-committee of governors oversees PSHE&C provision and has a statutory responsibility for the sex and relationship policy in the school. One member of the sub-committee takes responsibility for overseeing all PSHE&C related issues.

How this rationale was formulated

- A small working group was established consisting of members of Somerset Healthy School's Team.
- The working party produced a draft rationale for discussion by the whole staff and governors
- The rationale was ratified by the governing body.

Principle

PSHE&C is a basic entitlement for all pupils. It is embedded within the ethos of the school and is reflected in the general aims/mission statement of the school.

PSHE&C is about what it is to be a person. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable pupils to lead confident, healthy, responsible lives as individuals and members of society.

In school, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. It aims to enable pupils to

- value others and feel valued
- respect others and be respected
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others
- understand the consequences of their actions
- treat others the way they would like to be treated.

PSHE&C gives pupils opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes pupils' well-being and self-esteem enabling them to take responsibility for their learning and future life choices.

PSHE&C is the joint responsibility of the individual, the family, the school and the wider community. Through our PSHE&C programme, individual pupils are encouraged to show respect for our common humanity, diversity and the differences between people.

PSHE&C in the school curriculum

At Staplegrave Church of England School we provide many opportunities to promote pupils' personal and social development. These include:

- Specific PSHE&C & lessons
- Core and foundation subjects
- Assemblies
- Circle Time
- Literacy hour
- Cross-curricular projects
- Theatre-in-Education
- School/student Council
- Playground Leaders
- Invited visitors
- Whole school events e.g health/environment weeks
- Educational visits and school trips
- Residential experiences
- Sports teams
- Lunchtime social club
- Lunchtime club
- Reception Induction
- KS1 to KS2
- Secondary school liaison
- School performances
- Golden time
- Playtimes

The whole curriculum of the school encompasses the '*Framework for Personal, Social, Health Education and Citizenship*' detailed in the *Primary Schools Handbook, National Curriculum 2000*.

Confidentiality

Relationships between staff and pupils are central to the ethos of our school. In order that there is clarity of the parameters of these relationships, we feel that it is important to state our views and national laws concerning confidentiality. We state these in a generic way as Appendix 1 to this document and any extra issues relating to confidentiality specific to aspects of PSHE&C (especially sex and relationships, and drugs) are articulated in those related policies.

What comprises PSHE&C at Blackbrook School?

Both Key Stage 1 & 2 follow SEAL (Social and Emotional Aspects of Learning) guidance DfES 05/2005. This is supplemented by key themes from QCA Citizenship Schemes of Work, QCA Drug, Alcohol and Tobacco Guidance and Health For Life. See Appendix 3 for overview of PSHE&C Scheme of work.

The scheme is also supplemented by specific training for pupils:

Yr 6 Playground Leader Training

For detailed information please see Appendix 3.

Appendix 1

Confidentiality

The duty of confidentiality is the same for ALL pupils and reflects our equal opportunities policy. The following statements need to be read in conjunction with our school policy on Child Protection, which is based on the current Guidelines from Somerset's Area Child Protection Committee. Kirsti Nelson is our Child Protection Coordinator.

What is confidentiality?

The essence of a confidential relationship is openness and agreement about what, if anything, will happen to information disclosed between the two people. It need not always take the form of a promise of secrecy.

Confidentiality and the law

Though the law does not define when a confidential relationship arises between two people, it is generally accepted that a duty of secrecy arises where confidential information comes to the knowledge of a person (the confidant) in circumstances where that person has notice, or has agreed, that the information is confidential. This has the effect that it would be just in all circumstances that he or she be stopped from disclosing the information to others. Therefore, as a general rule, the confidant should not disclose confidential information to anyone else. 'Confidential information' means information which is not trivial, and not in the public domain.

The law provides considerable protection for those confiding information. With the exception of cases of terrorism, there is no general duty in criminal law to disclose information that criminal offences have been committed. Confidential information should never be used against a pupil. Where for instance a pupil reveals to a school counsellor that he or she has infringed the school rules, this information should *not* be passed on. School counsellors who are also teachers must ensure that the confidentiality of the pupils they work with as clients is safeguarded.

The importance of confidentiality – for young people

Young people say that confidentiality is an issue of real concern for them and can stop them from accessing help and support. Teachers and health professionals may see it as primarily a legal or professional issue, but for pupils it is mostly to do with trust and respect.

The importance of confidentiality – for teachers

Difficulties can arise when there seems a need for a teacher to break confidentiality by further disclosing information received, *against the wishes of the pupil*, in particular to protect the safety of the pupil. Although there is no *statutory* duty to pass on confidential information (eg to social services) even in circumstances where a child appears in need of immediate protection, there may be a *moral and professional* duty to pass on information where significant harm may otherwise result. Teachers do not have to break a confidence if, in their professional judgement, it is in the best interest of the student. They are not legally bound to inform parents or the headteacher of any disclosure unless the headteacher has requested them to do so. Teachers should only break confidentiality if they believe that a student is at risk of physical or sexual

abuse. In such cases the member of staff responsible for child protection issues should be contacted and the school's procedures followed.

A vital safeguard is never to promise secrecy when it is not appropriate. It would be quite indefensible to promise secrecy and then to break such an undertaking. The need to protect children from significant harm means that no adult should guarantee a child absolute secrecy and the boundaries of confidentiality should be made clear to young people before they are encouraged to disclose information. However, if further disclosure is considered necessary it can be constructive to work with a pupil to help them see the value of such disclosure, *and agree to it*.

Professionals' codes of conduct

In our school there may be a range of professionals from external agencies working to support our pupils. These professionals, when working on a one-to-one basis, are bound by professional codes of conduct which uphold confidentiality. In a classroom situation they should work within the school policy. It is vital that everybody working in school is clear about the boundaries of their legal and professional role and responsibilities especially to know when a breach of confidentiality (that is, disclosure of confidential information against the wish of the confider) may be justified.

Child protection and the best interests of the child

A confidant who is given information which indicates that a child or young person is at risk of serious harm will have to consider whether it is in the child's best interests to disclose the information to other agencies or individuals. Each case should be judged on its individual merits, though most professionals interpret their moral and professional duty as indicating two situations where a breach of confidence is justified:

- Where there is a child protection issue
- Where the life of the person is at risk.

Involving members of the school community

In all issues relating to confidentiality the safety and wellbeing of the young person is of paramount importance. However in line with our ethos, we will always try to encourage pupils to involve their parents and carers wherever possible. To ensure that all members of the school community are supportive of our confidentiality policy, we ensure that representatives of all sections of the community are involved in its writing, dissemination and monitoring of the implementation. This will help to reassure individuals that the way in which we work has the best interests of the student as its focus.

Confidentiality – how we make it work in practice

- we have a clear confidentiality policy which is explicit and properly advertised
- ground rules are used in lessons
- the limits of confidentiality are communicated to pupils
- if confidentiality has to be broken, we reassure pupils that they will be informed first and then supported as appropriate
- pupils are informed of sources of confidential help, for example the school nurse, counsellor, GP or local young person's advice service
- pupils are encouraged and supported to talk with their parents and carers

- pupils and parents are aware of the policy and how it works in practice.

Our clear and explicit policies and good practice in confidentiality help teachers and pupils feel safe and confident.

Appendix 2

The National Curriculum Non-Statutory Framework for Personal, Social and Health Education and Citizenship(at KS 1&2)

The following are non-statutory guidelines:

Key stage 1

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1	Pupils should be taught:	Where ?
a)	to recognise what they like and dislike, what is fair and unfair, and what is right and wrong	Yr 1 & 2 Aut 2 Sum 1
b)	to share their opinions on things that matter to them and explain their views	Yr 1 & 2 Aut 1 Sum 1
c)	to recognise, name and deal with their feelings in a positive way	Yr 1 & 2 Aut 1 & 2 Spr 1 Sum 1 & 2
d)	to think about themselves, learn from their experiences and recognise what they are good at	Yr 1 & 2 Aut 1 & 2 Spr 1 Sum 1 & 2
e)	how to set simple goals.	Yr 1 & 2 Aut 2 Spr 1 Sum 2

Preparing to play an active role as citizens

2	Pupils should be taught:	
a)	to take part in discussions with one other person and the whole class	Yr 1 & 2 Aut 1 Sum 2
b)	To take part in a simple debate about topical issues	Yr 1 & 2 Aut 1
c)	to recognise choices they can make, and recognise the difference between right and wrong	Yr 1 & 2 Aut 1 & 2 Sum 2
d)	to agree and follow rules for their group and classroom, and understand how rules help them	Yr 1 & 2 Aut 1 Spr 1
e)	to realise that people and other living things have needs, and that they have responsibilities to meet them	Yr 1 & 2 Aut 1
f)	that they belong to various groups and communities, such as family and school	Yr 1 & 2 Sum 1
g)	what improves and harms their local, natural and built environments and about some of the ways people look after them	Geog
h)	To contribute to the life of the class and school	Yr 1 & 2 Aut 2
i)	to realise that money comes from different sources and can be used for different purposes.	

Developing a healthy, safer lifestyle

3	Pupils should be taught:	
a)	how to make simple choices that improve their health and well-being	Yr 1 & 2 Aut 1
b)	To maintain personal hygiene	Yr 1 & 2 Aut 1
c)	how some diseases spread and can be controlled	Yr 1 & 2 Sum 1
d)	about the process of growing from young to old and how people's needs change	Yr 1 & 2 Spr 2
e)	the names of the main parts of the body	Science
f)	that all household products, including medicines, can be harmful if not used properly	Yr 1 & 2 Sum 1
g)	rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	Yr 1 & 2 Spr 1

Developing good relationships and respecting the differences between people

4	Pupils should be taught:	
a)	to recognise how their behaviour affects other people	Yr 1 & 2 Aut 1 & 2 Spr 1 Sum 2
b)	to listen to other people, and play and work cooperatively	Yr 1 & 2 Aut 1 & 2
c)	to identify and respect the differences and similarities between people	Yr 1 & 2 Aut 2 Spr 2
d)	that family and friends should care for each other	Yr 1 & 2 Aut 2 Spr 2
e)	that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.	Yr 1 & 2 Aut 2

Breadth of opportunities

5	During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:	
a)	take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]	On-going through PSHE & Citizenship / SEAL / assemblies / circle time / Primary school holistic experience.
b)	feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]	
c)	take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']	
d)	make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]	
e)	meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]	
f)	develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]	
g)	consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]	
h)	ask for help [for example, from family and friends, midday supervisors, older pupils, the police].	

Key stage 2

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1	Pupils should be taught:	
a)	to talk and write about their opinions, and explain their views, on issues that affect themselves and society	Yr 3 Spr 1 Yr 4 Aut 2 Yr 5 & 6 Aut 1 Spr 1 Sum 1 & 2
b)	to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals	Yr 3 - 6 Aut 1 & 2 Spr 1 Sum 1 & 2
c)	to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action	Yr 3 & 4 Aut 1 & 2 Spr 1 Sum 2 Yr 5 & 6 Aut 2 Spr 1 Sum 2
d)	to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way	Yr 5 & 6 Spr 1 Sum 1 & 2
e)	about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future	Yr 6 Sum 2
f)	to look after their money and realise that future wants and needs may be met through saving.	

Preparing to play an active role as citizens

2	Pupils should be taught:	
a)	to research, discuss and debate topical issues, problems and events	Yr 4 Aut 2 Yr 5 & 6 Aut 1 & 2 Sum 1

b)	why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	Yr 3 - 6 Aut 1
c)	to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities	Yr 3 & 4 Aut 2 Yr 5 & 6 Aut 1 & 2 Yr 6 Sum 2
d)	that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other	Yr 3 & 4 Aut 1
e)	to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences	Yr 3 & 4 Aut 1 & 2 Spr 1 Sum 2 Yr 5 & 6 Aut 2 Spr 1 Sum 1 & 2
f)	to resolve differences by looking at alternatives, making decisions and explaining choices	Yr 3 & 4 Aut 2 Spr 1 2 Yr 5 & 6 Aut 2 Spr 1 2 Yr 6 Sum 2
g)	what democracy is, and about the basic institutions that support it locally and nationally	Yr 6 Sum 2
h)	to recognise the role of voluntary, community and pressure groups	Yr 5 Sum 2 (Lit)
i)	to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	Yr 3 Sum 2
j)	that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	
k)	To explore how the media present information.	Yr 5 Sum 2 (Lit)

Developing a healthy, safer lifestyle

3	Pupils should be taught:	
a)	what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices	Yr 5 & 6 Aut 1
b)	that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread	Yr 5 & 6 Aut 1
c)	about how the body changes as they approach puberty	Yr 5 & 6 Sum 1
d)	which commonly available substances and drugs are legal and illegal, their effects and risks	Yr 3 - 6 Sum 1
e)	to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable	Yr 3 & 4 Spr 1 Yr 5 & 6 Aut 2 Spr 1 2 Sum 1

f)	that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong	Yr 3 & 4 Aut 2 Yr 5 & 6 Aut 2 Spr 1 Sum 1
g)	school rules about health and safety, basic emergency aid procedures and where to get help.	Yr 3 – 6 Aut 2

Developing good relationships and respecting the differences between people

4	Pupils should be taught:	
a)	that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	Yr 3 – 6 Aut 1 & 2 Spr 1 2 Sum 2 Yr 5 & 6 Sum 1
b)	to think about the lives of people living in other places and times, and people with different values and customs	Yr 5 & 6 Sum 1 & 2
c)	to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships	Yr 3 & 4 Aut 1 Spr 1 Sum 2 Yr 5 & 6 Aut 2 Spr 1 2 Sum 1 & 2
d)	to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help	Yr 3 & 4 Aut 1 & 2 Yr 5 & 6 Aut 2 Spr 2 Sum 1
e)	To recognise and challenge stereotypes	Yr 3 & 4 Aut 2 Yr 5 & 6 Aut 2 Spr 2 Sum 1
f)	that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability	Yr 3 & 4 Aut 2 Yr 5 & 6 Aut 2 Sum 1 & 2
g)	where individuals, families and groups can get help and support.	Yr 5 & 6 Aut 2

Breadth of opportunities

5	During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:	On-going through PSHE & Citizenship / SEAL / assemblies / circle time / Primary school holistic experience.
a)	take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]	
b)	feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]	
c)	participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]	
d)	make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]	
e)	meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]	
f)	develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters]	
g)	consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]	
h)	find information and advice [for example, through helplines; by understanding about welfare systems in society]	
i)	Prepare for change [for example, transferring to secondary school].	

Appendix 3

Staplegrove Church of England Primary School *PSHE & C / SEAL Scheme of Work Overview* *Key Stage 1*

Foundation

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>New Beginnings</i>	<i>Getting On and Falling Out</i>	<i>Going for Goals</i>	<i>Relationships</i>	<i>The World of Drugs</i>	<i>Changes</i>
Empathy	* <i>Say no to bullying</i>	<i>Good To Be Me</i>			

Year 1

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>New Beginnings</i>	<i>Getting On and Falling Out</i>	<i>Going for Goals</i>	<i>Relationships</i>	<i>The World of Drugs</i>	<i>Changes</i>
	* <i>Say no to bullying</i>	<i>Good To Be Me</i>			

Year 2

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>New Beginnings</i>	<i>Getting On and Falling Out</i>	<i>Going for Goals</i>	<i>Relationships</i>	<i>The World of Drugs</i>	<i>Changes</i>
	* <i>Say no to bullying</i>	<i>Good To Be Me</i>			

* *National anti-bullying week in November*

Staplegrave Church of England Primary School
PSHE & C / SEAL Scheme of Work Overview
Key Stage 2

Year 3

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>New Beginnings</i>	<i>Getting On and Falling Out</i> * <i>Say no to bullying</i>	<i>Going for Goals</i> <i>Good To Be Me</i>	<i>Relationships</i>	<i>Drug, Alcohol & Tobacco Education</i>	<i>Changes</i>

Year 4 /5 (Two year rolling programme)

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>New Beginnings</i>	<i>Getting On and Falling Out</i> * <i>Say no to bullying</i>	<i>Going for Goals</i> <i>Good To Be Me</i>	<i>Relationships</i>	<i>Drug, Alcohol & Tobacco Education</i>	<i>Changes</i>

* *National anti-bullying week in November*

Staplegrove Church of England Primary School
PSHE & C / SEAL Scheme of Work Overview
Key Stage 2

Year 6

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>New Beginnings Playground Leader Training</i>	<i>Getting On and Falling Out * Say no to bullying</i>	<i>Going for Goals Good To Be Me</i>	<i>Relationships</i>	<i>Drug, Alcohol & Tobacco Education</i>	<i>Changes Moving On</i>

* *National anti-bullying week in November*