

Rationale on

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

Knights Templar School

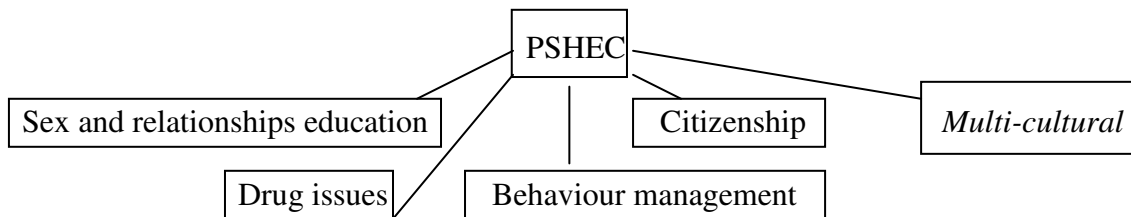
Dec 2006

Knights Templar School

Personal, Social, Health Education and Citizenship

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

The following diagram shows how this might be explained.



Contextual statement

Knights Templar is a ten class rural first school taking children from the local area. It is a Church of England and Methodist VA School catering for children who come from social backgrounds.

Sarah Doble coordinates the development and implementation of PSHEC in the school. The curriculum sub-committee of governors oversees PSHEC 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 PSHEC related issues.

How this rationale was formulated

- A small working group was established consisting of PSHE Co-ordinator and Education Adviser.
- The working party produced a draft rationale for discussion by the whole staff and governors.
- The rationale was ratified by the governing body.

Principle

PSHEC is a basic entitlement for all pupils. It is embedded within the ethos of the school and is reflected in the mission statement of the school.

PSHEC 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.

PSHEC 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.

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

PSHEC in the school curriculum

At Knights Templar school we provide many opportunities to promote pupils' personal and social development. These include:

- Core and foundation subjects
- Assemblies
- Circle Time
- SEAL work
- Literacy and numeracy hour
- Cross-curricular projects
- Theatre-in-Education
- School/student Council
- Peer mediation
- Invited visitors
- Whole school events e.g health/environment weeks
- Educational visits and school trips
- Residential experiences
- Sports teams
- School publications
- Community projects
- Conflict resolution

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*. Within these parameters we address the learning outcomes recommended for the age of our pupils in the following documents:

'Curriculum Guidance for the Foundation Stage', DfEE, 2000

'Passport: A framework for personal and social development', Gulbenkian Foundation, 2000

'A Scheme of Work for Citizenship: Key Stage 1 and 2', QCA, 2002

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 PSHEC (especially sex and relationships, and drugs) are articulated in those related policies.

What comprises PSHEC?

Please see appendix 2 for the content and progression of our PSHEC Programme.

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. Alan Woollam 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 such as *counsellors*. 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.

[This appendix is adapted from '*Framework for Sex Education*', Sex Education Forum, 1999, '*Sex and Relationship Education Guidance*', DfEE, 0116/2000 and '*The Right Responses*, SCODA, 1999']

Appendix 2

The Scheme of work for Personal, Social and Health Education and Citizenship

This is the scheme of work for our school. It highlights coverage of the non-statutory guidelines.

Curriculum provision – Year 1

		SEAL links	Where in the curriculum this is being covered:			Supplementary Activities (Health For Life ref)
	A. KNOWLEDGE, SKILLS AND UNDERSTANDING			T	W	
1	Developing confidence and responsibility					
1a	Recognise likes/dislikes, fair/unfair, right/wrong	Spr 2 nd Sum 1 st	Geog QCA 1&2 Science QCA 1a			
1b	Share opinions and explain views	Aut 1 st Sum 1 st	Lit Circle Time	On		
1c	Recognise, name and dealing with feelings positively	Throughout	RE Circle Time	On		P19 CB 15
1d	Recognise what they are good at	Throughout	School life Circle time	On		P19 CB14
1e	How to set simple goals	Spring 2 nd	Circle Time			
2	Preparing to play active role as citizens					
2a	Take part in discussions	Aut 1 st Sum 2 nd	Circle Time Lit	On		
2b	Take part in simple debate about topical issues	Aut 1 st	Geog QCA 1&2 School life			
2c	Recognise choices, and right and wrong	Aut 1 st Spr 1 st	Circle Time RE			
2d	Agree and follow rules for classroom	Aut 1 st	Circle Time	Aut		
2e	Needs of people and living things	Aut 1 st	Science QCA RE			
2f	Belong to groups and communities	Sum 1 st	Covered in Year 2			
2g	What harms environments		Covered in Year 2			
2h	Contribution to life of class and school	Spr 1 st	School Life			
2i	Money comes from different sources ...					
3.	Developing a healthy, safer lifestyle					
3a	How to make simple choices		Covered in Year 2			
3b	Maintain personal hygiene		Covered in Year 2			
3c	Spread of some diseases		Covered in Year 2			
3d	Growing from young to old		Science QCA1a RE			Key Theme 1 p21 CB 12, 7, 8 & 23
3e	Names of parts of the body		Science QCA1a	Aut		
3f	Harmful household products					Key Theme 3 p37 CB 2, 3, 25
3g	Rules for keeping safe			On		Key theme 2 p31 CB 10, 19, 22
4	Developing good relationships and respecting differences between people					
4a	Behaviour affects other people	Throughout	Circle Time			P19 CB13

			RE			
4b	Listen to other people, play co-operatively	Aut 1 st Spr 1 st	Circle Time School Life			
4c	Respect differences between people	Spr 1 st Sum 1 st & 2 nd	Covered in Year 2			
4d	Family and friends should care for each other	Spr 1 st Sum 1 st	Circle Time RE			
4e	Bullying is wrong	Aut 2 nd	Circle Time			P19 CB 18

	B. BREADTH OF OPORTUNITIES		
5	<u>Opportunities to:</u>	} Throughout all cross Curricular, SEAL and Supplementary activities	
5a	Take responsibility		
5b	Feel positive about themselves		
5c	Participate		
5d	Make real choices and decisions		
5e	Meet and talk with people		
5f	Develop relationships through work and play		
5g	Consider moral and social dilemmas		
5h	Ask for help		

Curriculum provision – Year 2

		SEAL links	Where in the curriculum this is being covered:	Supplementary Activities (Health For Life ref)		
	B. KNOWLEDGE, SKILLS AND UNDERSTANDING			T		
1	Developing confidence and responsibility					
1a	Recognise likes/dislikes, fair/unfair, right/wrong	Spr 1 st Sum 1 st	RE Unit Rules	Aut		
1b	Share opinions and explain views	Aut 1 st Sum 1 st	Lit	On		
1c	Recognise, name and dealing with feelings positively	Throughout	Circle Time	On		Key Theme 3 p121 CB 14, 20, 36 P185 all activities
1d	Recognise what they are good at	Throughout	Star of the day	On		P163 act 2 P167 act 3
1e	How to set simple goals	Spr 2 nd	Lit Circle time	On		
2	Preparing to play active role as citizens					
2a	Take part in discussions	Throughout	Lit	On		
2b	Take part in simple debate about topical issues		Circle Time			
2c	Recognise choices, and right and wrong	Aut 1 st Spr 1 st	RE Unit Rules	Aut		
2d	Agree and follow rules for classroom	Aut 1 st Spr 2 nd	Circle Time	Aut		
2e	Needs of people and living things	Aut 1 st	Science QCA 2a & 2b	Aut		
2f	Belong to groups and communities	Summer 1 st	RE Unit Friends	Spr		
2g	What harms environments		Science QCA 2b & 2c	Aut		
2h	Contribution to life of class and school	Spr 1 st	School life	On		
2i	Money comes from different sources ...		Covered in Year 1			
3.	Developing a healthy, safer lifestyle					
3a	How to make simple choices	Aut 1 st	RE Unit Rules	Aut		P102 CB 31
3b	Maintain personal hygiene		Science QCA2a	Aut		P100 CB 6
3c	Spread of some diseases		Science QCA 2a	Aut		P100 CB 10 P102 CB 34
3d	Growing from young to old		Science QCA 2a	Aut		P100 CB 4 & 5
3e	Names of parts of the body		Covered in Year 1			
3f	Harmful household products		Science QCA 2a	Aut		Key Theme 1 p132 CB 1-5
3g	Rules for keeping safe					Key Theme 2 p148 CB 1-5
4	Developing good relationships and respecting differences between people					
4a	Behaviour affects other people	Throughout	Circle Time	On		
4b	Listen to other people, play co-operatively	Aut 1 st Spr 1 st	Covered in Year 1			
4c	Respect differences between people	Sum 1 st & 2 nd	Geog QCA 22	Spr		P124 act 4
4d	Family and friends should care for each other	Spr 1 st Sum 1 st	RE Unit friends	Spr		P173 CB 1&2
4e	Bullying is wrong	Aut 2 nd	Circle Time	On		P101 CB 21

	B. BREADTH OF OPORTUNITIES		
5	<u>Opportunities to:</u>	} Throughout all cross Curricular, SEAL and Supplementary Activities	
5a	Take responsibility		
5b	Feel positive about themselves		
5c	Participate		
5d	Make real choices and decisions		
5e	Meet and talk with people		
5f	Develop relationships through work and play		
5g	Consider moral and social dilemmas		
5h	Ask for help		

Curriculum provision - Year 3

		SEAL links	Where in the curriculum this is being covered:			Supplementary Activities (Health For Life ref)
				T	W	
1	Developing confidence and responsibility					
1a	Talk/write about their opinions, explain their views	Spr 2 nd	Lit	On		
1b	Recognise their worth as individuals	Throughout	School life Star of week	On		
1c	Face new challenges positively by ...	Throughout	School life			
1d	Recognise how emotions change at puberty ...		To be covered by Middle Schools			
1e	Learn about the range of jobs, and skills needed		To be covered by Middle Schools			
1f	Look after their money		Numeracy	On		
2	Preparing to play active role as citizens					
2a	Research, discuss and debate topical issues		To be covered by Year 4			
2b	Why and how rules are made and enforced	Aut 1 st	Circle Time	Aut		
2c	Consequences of anti-social behaviour	Spr 1 st	Circle Time	On		
2d	Responsibilities / rights at home /in the community		To be covered by Year 4			
2e	Reflect on spiritual, moral, social, cultural issues	Throughout	RE Unit 2 Circle Time	Spr		
2f	Resolve differences	Spr 1 st	Circle Time/ Conflict res			
2g	About democracy		To be covered by Middle Schools			
2h	The role of voluntary and community groups		To be covered by Year 4			
2i	Appreciate the range of national, regional, religious and ethnic identities in the UK		To be covered by Year 4			
2j	Resources can be allocated in different ways		To be covered by Year 4			
2k	How the media present information		To be covered by Year 4			
3.	Developing a healthy, safer lifestyle					
3a	What makes a healthy lifestyle		Science 3a			Key Theme 1 p21 CB 25, 9, 15
3b	Bacteria and viruses		To be covered by Middle Schools			
3c	Body changes approaching puberty		To be covered by Middle Schools			
3d	Legal and illegal drugs and substances		Science 3a			Key Theme 1 p54 CB 1-3
3e	Risks in different situations					Key Theme 2 p76 CB 1&2
3f	Pressure to behave in unacceptable ways	Spr 1 st	Conf res	On		
3g	Schools rules about health and safety		Circle Time			
4	Developing good relationships and respecting differences between people					
4a	Actions affect themselves and others	Throughout	Conflict res	On		
4b	Lives of people in other places and times with different values and customs		Hist Tudors Egypt			
4c	Aware of diff kinds of relationships, develop skills	Sum 1 st & 2 nd				Key Theme 3 p108 CB 1&2
4d	Nature and consequences of racism, bullying etc	Aut 2 nd	Circle Time	On		
4e	Recognise and challenge stereotypes		To be covered by Year 4			
4f	Diff and sims bet people arise from cultural, ethnic/racial /religious diversity, gender & disability	Aut 2 nd	Geog QCA RE			
4g	Where to get help and support					

	B. BREADTH OF OPPORTUNITIES		
5	<u>Opportunities to:</u>	SEAL Throughout all Cross curricular, and supplement activities	
5a	Take responsibility		
5b	Feel positive about themselves		
5c	Participate		
5d	Make real choices and decisions		
5e	Meet and talk with people		
5f	Develop relationships through work and play		
5g	Consider moral and social dilemmas		
5h	Find information and advice		
5i	Prepare for change		

Curriculum provision - Year 4

		SEAL links	Where in the curriculum this is being covered:			Supplementary Activities (Health For Life ref)
1	Developing confidence and responsibility			T	W	
1a	Talk/write about their opinions, explain their views	Spr 1 st	Lit - Issues	Sum		
1b	Recognise their worth as individuals	Throughout	RE Journeys School life	Aut		
1c	Face new challenges positively by ...	Throughout	School life	On		
1d	Recognise how emotions change at puberty ...		To be covered by Middle Schools			
1e	Learn about the range of jobs, and skills needed		To be covered by Middle Schools			
1f	Look after their money		To be covered by Year 3			
2	Preparing to play active role as citizens					
2a	Research, discuss and debate topical issues	Spr 1 st	Lit			
2b	Why and how rules are made and enforced	Aut 1 st	Circle Time	Aut		
2c	Consequences of anti-social behaviour	Spr 1 st	Circle Time	On		
2d	Responsibilities / rights at home /in the community	Aut 1 st	Geog QCA10	Spr		
2e	Reflect on spiritual, moral, social, cultural issues	Throughout	RE	Spr Sum		
2f	Resolve differences	Spr 1 st	Circle Time /Conflict Res	On		
2g	About democracy		To be covered by Middle Schools			
2h	The role of voluntary and community groups		Geog QCA10	Spr		
2i	Appreciate the range of national, regional, religious and ethnic identities in the UK		RE All	On		
2j	Resources can be allocated in different ways		Geog QCA10	Spr		
2k	How the media present information		Lit			
3.	Developing a healthy, safer lifestyle					
3a	What makes a healthy lifestyle		Science QCA 4a	Aut		Key Theme 3 p35 CB4 Act 1-7
3b	Bacteria and viruses		To be covered by Middle Schools			
3c	Body changes approaching puberty		To be covered by Middle Schools			
3d	Legal and illegal drugs and substances					Key Theme 1 p54 CB 4-6
3e	Risks in different situations					Key Theme 2 p76 CB 3&4
3f	Pressure to behave in unacceptable ways	Spr 1 st	Circle Time	On		
3g	Schools rules about health and safety		Circle Time			
4	Developing good relationships and respecting differences between people					
4a	Actions affect themselves and others	Throughout	Lit	On		
4b	Lives of people in other places and times with different values and customs		Hist QCA Geog QCA	On Aut		

				Spr		
4c	Aware of diff kinds of relationships, develop skills	Sum 1 st & 2 nd	Lit	On		
4d	Nature and consequences of racism, bullying etc	Aut 2 nd	RE Journeys Lit - Issues	Aut Sum		Key Theme 3 p108 CB 3-5
4e	Recognise and challenge stereotypes	Aut 2 nd	Lit – Issues	Sum		
4f	Diff's and sim's bet people arise from cultural, ethnic/racial /religious diversity, gender & disability	Aut 2 nd	RE Journeys Geog QCA10	Aut Spr		
4g	Where to get help and support					Key Theme 2 p76 CB 5

	B. BREADTH OF OPPORTUNITIES		
5	<u>Opportunities to:</u>	SEAL Throughout all Cross curricular , and supplement activities	
5a	Take responsibility		
5b	Feel positive about themselves		
5c	Participate		
5d	Make real choices and decisions		
5e	Meet and talk with people		
5f	Develop relationships through work and play		
5g	Consider moral and social dilemmas		
5h	Find information and advice		
5i	Prepare for change		

Appendix 3 – SEAL Timetable

	Aut 1st	Aut 2nd	Spr 1st	Spr 2nd	Sum 1st	Sum 2nd
SEAL theme	* New Beginnings	* Say No to Bullying	* Getting on and Falling out	* Going for Goals * Good to be me	*Relationships	* Changes