

**THE PARK SCHOOL YEOVIL****SEX AND HEALTH EDUCATION POLICY****SCHEDULE 1****PERSONAL AND SOCIAL EDUCATION IN THE SCHOOL CURRICULUM****Aims**

The underlying aims of the programme are to encourage students to:

- develop mutual respect and support
- think about issues and make informed opinions
- be aware of and care for others and for the environment
- talk about feelings and be sensitive to the feelings of others
- be constructively critical and questioning
- be responsible for their behaviour and learning
- think about, assess and develop their potential.

The programme is based on a commitment to equal opportunities for all pupils and a respect for cultural diversity, to prepare pupils for life in a multicultural society. The programme reflects the aims and ethos of The Park School.

The programme develops four major themes in a coherent objectives-based spiral curriculum:

- personal relationships
- health and safety
- social awareness
- personal management

The programme provides an opportunity for pupils to create a record of their own personal and social education and to set personal targets.

The programme may be used in a tutorial period or a defined personal and social education (PSE) lesson or in a cross-curricular approach to personal and social education.

For schools without a specific PSE period the National Curriculum requirements for personal and social education will have to be met across the curriculum and integrated into the separate subjects.

If the cross-curricular approach is used, care needs to be taken to ensure that important aspects of a topic are not omitted, or split into fragments which the pupils may find difficult to link into a coherent whole. For example, if sexual development is taught in a science course, lack of time and the pressure of a large syllabus may result in the omission of a full consideration of relationships and sexual responsibility. Thus, the requirements of the National Curriculum to promote moral development and prepare pupils for the responsibilities and experiences of adult life will not be fulfilled, although the pupils may have acquired a knowledge of the biological facts. In addition, there are some aspects of the programme which would be best considered in tutorial time if there is no specific Personal and Social Education lesson. For example, the introduction to the school year, an overall review of the year, work related to specific year-group activities or topics arising out of the experiences of the class may need to be covered at a time apart from timetabled lessons.

## **Cross-curricular planning and evaluation**

Whether or not personal and social education is taught separately, partially separate or incorporated entirely into subjects, it is important that the curriculum of each of the years in the secondary school is planned, assessed and evaluated as a co-ordinated whole. Teachers need to spend time on this planning, deciding collectively on their shared objectives and criteria for successful performance and identifying areas for collaboration and mutual reinforcement. Equally, it is important for teachers to have a shared view of expectations of the pupils and work together towards a good learning ethos throughout the school.

Cross-curricular co-ordination is just as crucial in schools with a timetabled personal and social education period. The effectiveness of a number of topics can be enhanced through cross-curricular reinforcement and unnecessary duplication can be avoided by careful co-ordination of work. Topics such as the relationships between parents and teenagers, divorce and separation or death and bereavement, will be enriched by the opportunity to explore them through selected literature, discussion, debate, creative writing in the contexts of English or Religious Education, thus extending the more personal implications considered during Personal and Social Education lessons. There are some topics which emphasise cross-curricular skills and these need to be developed in several subjects. Whilst these can be covered separately, learning will be more effective if the curriculum for the year is co-ordinated to reinforce them.

Encourage pupils to reflect on what they do: enquire what they think about a task, and when relevant, how they felt during the activity.

Deal with, immediately, effectively and emphatically, any attempt by any pupil or pupils to belittle other pupils, especially for race, gender, social position, disability, etc. To allow any such incident to pass unchallenged is to appear to condone it.

### **Methods of learning**

The best lessons are those in which pupils are encouraged to participate in learning through a range of appropriate activities clearly related to the objectives of the lesson.

The challenge to teachers is to find methods which succeed in engaging all pupils in the learning activity. For example, discussion should give each the opportunity to contribute and should not be confined to the confident and vocal minority.

### **The use of an agenda**

An agenda provides a systematic and effective approach to engaging pupils with their work. An agenda of questions for discussion which has been skilfully constructed can ensure that pupils cover the different aspects of a topic. Agendas can be useful for research and enquiry outside the classroom. They should be used flexibly, extended or contracted as work progresses.

Pupils may be invited to create their own agendas for discussion or enquiry, or contribute further ideas to an initial agenda. For example, each member of a class can be given a piece of paper to write down any questions they have relating to a particular issue which they would like to discuss and these ideas can form the agenda.

### **Discussion**

Whole class discussion is difficult and is seldom productive at an initial stage because pupils need to be trained in the necessary skills. Small group discussion may lead on to whole class exchange with meaningful discussion, but this requires considerable skills on the part of the pupils. Pupils need opportunities to develop these skills.

Begin with discussion in pairs and move on to threes or fours. Divide the class into pairs (or threes or fours) then give the class a question to discuss. After a few minutes, stop the class and ask for comments - main points being raised, ideas on the issues, etc. At this point, the teacher can contribute points to the general pool of ideas.

Take another question from the prepared agenda or give a question which arises out of the first item, and give pupils time again to discuss. Stop and hear from pupils if appropriate, then move on, modifying the agenda as the work progresses.

When pupils are practised in discussing in pairs or threes, form small groups of five or six and use the above technique. This size of grouping demands higher skills, and more co-operation. Each has to have a turn and so listening and involving everyone should be emphasised. Encourage pupils to go round the group, hearing what everyone has to say. It is often helpful for groups to organise a leader.

### **Leadership**

It is important to make sure that each pupil, not just the popular figures in the class, has an opportunity to take the role of leader. This role gives pupils the experience of being responsible for organising others and for organising work. It can enhance the esteem between pupils and increase the status of those who might be overshadowed by more dominant pupils.

### **Debate**

At a later stage introduce the class to more formal debating, where pupils have a chance to prepare a speech in favour of or against a motion, and others may prepare short speeches from the 'floor'. Use debate from time to time to vary the teaching approach.

### **Gathering ideas**

In this simple method, pupils (either individually, in small groups or collectively) make a list of as many points as they can think of, without evaluating the relevance or feasibility of the ideas. This helps to overcome diffidence about contributing. After the ideas have been listed, pupils can then work on them - sorting them, putting them in order of priority (according to relevant criteria), deciding on feasibility, discussing them, etc.

### **Analysing a problem**

Problems arise from time to time in the life of a class, both in the lesson and outside. Sometimes it is necessary and important to involve the whole class in considering a problem. A useful way of analysing a problem is to divide the class into conveniently sized groups and use the discussion method outlined to find out:

- What is the problem?
- Who does it affect?
- Where does it happen?
- When does it happen?
- Why does it happen?
- How could it be tackled?
- What is the best way?
- Who will take action?
- How will the action be reviewed?

## Role-play

There are a number of uses for role-play in the learning situation:

- a) To analyse a problem: re-enacting an incident can lead to drawing out the points given above and help pupils to think about what actually happens in the problematic situation.
- b) To practise actions: role-play or rehearsing-in-role can give young people the confidence to cope with a range of situations, from requesting things to meeting new people, resisting unwelcome pressure from a friend, peers or a stranger, going for an interview, etc.
- c) To understand situations and the position and feelings of those involved.

In role-play, pupils imagine they are in a situation and behave as they would in the role. Pupils can be asked to pretend they are the people concerned.

Role-play is useful in that it arouses interest, gives concrete action to focus on and allows pupils to explore situations in a creative way. However, role-play has to be followed by enquiry and reflection on the action, hence the need for 'de-briefing' in which the class members consider various possibilities, e.g.

- what was happening in the role-play
- how pupils felt
- what pupils felt about each other's actions
- what it showed them
- what they learned from the role-play.

Role-play can also assist young people by giving them appropriate language and vocabulary to deal with situations. Many pupils handle situations badly because they lack the skills of communication to deal with the situation appropriately.

## Visitors

Bringing visitors into the classroom offers the possibility of adding an extra dimension to the work of the class and is a most rewarding experience. Visitors may be drawn from parents, governors, ancillary school staff, teachers, the local community, former pupils, sixth form students, etc. Here is a good opportunity to bring a multicultural dimension into the classroom. Visitors should always be thanked for their time and given feedback.

There are several ways in which the services of visitors can be utilised:

- a) As visitors to small groups of pupils, who have the responsibility to prepare an agenda and then the opportunity to practise social skills and learn about a chosen topic. In the first instance, visitors may be invited to meet small groups, purely as a social skills exercise, developing communication and encouraging collaboration between pupils.
- b) As a visitor to give a talk to the whole class. It must be remembered that the skills of talking to a whole class may be taken for granted by the teacher but others may need some guidance on how to present a talk.

## The use of video tape

Carefully chosen video-taped programmes provide an excellent resource, to be used as a stimulus, but as with role-play, video resources need to be followed by enquiry, to ensure that pupils have learned from the material, rather than simply being entertained.

Use a prepared agenda to follow the resource, or, if the video is used generally, afterwards follow up with questions, such as:

- What are the problems shown?
- What are the main points of the programme?
- What messages do you receive?

In each year there are some topics with the potential for co-ordinated work across the whole year, with work possibly culminating in a focal activity such as a special event or display. For example:

YEAR 7 - Community Services and the neighbourhood

YEAR 8 - The care of the environment

YEAR 9 - A cross-curricular celebration of the development of our rich and varied multicultural society

YEAR 10 - Community service and related social issues

YEAR 11 - Preparation for the future and for family life.

### **The structure of the programme**

A topic approach is used as a framework for developing the themes of:

- personal relationships
- health and safety
- social awareness
- personal management

Topics are covered in increasing conceptual complexity through the five years. Whilst there is some overlap of themes, topics are arranged in blocks to focus on one particular theme at a time. Each topic begins by outlining the objectives. Then teaching and learning methods are given. Key values and skills covered in the topic are listed at the end of each topic.

### **Use of the programme**

Each school will wish to choose its own path through the programme and adapt it to suit the needs of the pupils, teachers and school. Similarly, the individual teacher will need to select work for the class according to the time available, the interests and needs of the pupils and the nature of the group. The work selected also needs to relate to the work done in previous years and to that being covered in other areas of the curriculum.

Generally, there is more than enough work in each topic for a mixed ability class for an hour. The work in some topics could spread into several lessons. Consequently, there is the need for selection and in this sense, the programme becomes a resource. It is not meant to be followed with complete adherence to every topic, exercise and activity.

### **Classroom climate**

It is important for teachers to establish a classroom climate which encourages respect and mutual esteem if all the pupils are to benefit fully from the opportunities provided through the programme. The teacher should establish appropriate 'ground-rules' for classroom interactions, for example:

- listening to each other: 'no one talks whilst someone is saying something';
- accepting and valuing the contributions of all pupils: 'no one jeers at another's comments';
- respecting each other's views and opinions: 'listen and try to understand, you don't have to agree';
- not feeling obliged to discuss personal details: 'the right to "pass" without comment from others'.

Encourage pupils to work together, to be prepared to work with anyone in the class, if required and to co-operate and support each other. Changing groupings will ensure that pupils experience different opinions and attitudes and this should help to increase tolerance and esteem between class members.

Involve pupils in planning their work and encourage them to take responsibility for aspects of their learning. Give them opportunities to research topics or enquire about issues with others outside the classroom and bring these views back to the group. Recognise the strength of parental influence and bring this into the work positively and constructively. Draw upon pupils' experiences, making the work relevant and appropriate to their situations.

Where possible allow work to develop, link up topics and capitalise on spin-offs. (An example of this was the constructive alcohol education which arose spontaneously when a small group of year seven pupils received community visitors. During their conversation with the owner of a local off-licence, the group learned of the 'dangers' of young people drinking and subsequently conveyed this message with conviction to the rest of the class.)

Encourage pupils to make decisions about their own behaviour, clarify their own values and be actively involved in the life of their school and community.

- Why did the characters behave as they did?
- What might be the outcome or consequences?

Many video tapes/DVDs come with follow-up work for use in the classroom.

### **Recording work**

It is important that pupils keep a written record of their work, otherwise there is a danger- that they will forget what is covered or devalue it. This does not mean however that talking and listening are not valid ways of learning.

A record of work may be kept in the form of a diary or in an exercise book. Alternatively, a file or folder in which written responses, main points and information sheets are stored, may be used to enable pupils to build up a record of their learning. Teachers will wish to check that pupils keep up to date with their work and collect in appropriate work to assess pupil progress and evaluate work. Pupils can also be given homework in preparation for, or as an extension to, class work.

### **Assessment of learning and evaluation**

It is important to involve pupils in the assessment of their learning. Progress can be reviewed through various means:

- a) a number of quizzes and questionnaires are included to test pupils' knowledge of factual information;
- b) the *Review of Topics* (page 152), to be completed at the end of a topic or block of topics.

The *Review of Topics* provides a helpful way of involving pupils in the evaluation of the work.

The *Record of Learning* (pages 153-156) introduces a profiling approach to assessment. The profile is intended for the pupils to assess their own learning, in a constructive way, consulting the teacher and other pupils if they wish to.

The profile gives criteria for each block of topics and teachers may add criteria, building up their own item bank, for use in successive years. It is suggested that pupils complete the relevant section at the end of each period on a particular theme or block of topics. Pupils can assess themselves and each other, with the teacher also contributing. The profile is not intended to be used as a comparative assessment but rather provide pupils with an opportunity to reflect on their own progress and determine for themselves areas for future

development. Pupils should return to the different sections at a later stage and update their own assessment, filling in any important gaps.

Reviewing the pupils' progress by these methods should lead on to the setting of targets for further learning. Pupils should be encouraged to set targets for themselves.

### **The role of the teacher**

The 'teacher as enabler' will be a key aspect of the teacher's role, providing a range of learning opportunities for pupils.

If pupils are to be encouraged to develop personal responsibility, they will need to be allowed to make some decisions, for example, deciding how to tackle a problem or investigate an issue.

Young people need the opportunity to approach a teacher individually concerning personal problems, but should not feel coerced or pressurised into doing so.

Throughout the work, the issue of confidentiality should be faced. Pupils need to learn to be discrete in their personal exchanges with their peers.

Young people must have the confidence that their teachers will listen to them, support them and respect their confidence. However, it is only fair to warn a young person wishing to confide an illegal matter that the teacher has a responsibility to take appropriate action in the interests of the young person.

Teachers will need to discriminate between fact and fantasy and be wary of being manipulated.

In developing personal and social education within a school, it is important that teachers work together, reflecting on experience and continuously evaluating their practice. The value of constructive self-critical evaluation is crucial to improving the quality of personal and social education for the pupils.

### **Parents and Governors**

Governors have a responsibility for the standards of teaching and learning in the school and they must know what is being taught in a PSE programme. They need to see the materials and have the course explained to them so that they can give their full support. Likewise, parents are entitled to know what is being taught to their children, particularly in health and sex education. The best way of dealing with this is to invite governors and parents to a meeting when they can listen to an explanation of the school's approach and examine the materials which may be used. A helpful way of engaging the support of parents and governors is to invite them in as visitors to small groups of pupils.

Governors may also invite those staff responsible for PSE programmes to make a presentation at a meeting of the board of governors.

## **Peer group pressure**

Young people can be given factual information fairly easily and often have a surprising knowledge of facts about smoking, alcohol, drugs, sexual behaviour, AIDS, etc., though it may be incomplete. As young people mature at different rates it is possible for pupils to misinterpret facts on matters such as health and sex education and they may need revision of information in subsequent years. Furthermore, it is not sufficient to ensure that each individual knows the facts, since it is frequently peer group pressure which influences the behaviour of young people. The challenge is how to influence peer group attitudes in a positive way. This can be done through a sustained programme of PSE, building confidence between students and with their teachers. Classroom ethos, therefore, becomes a crucial factor. In this context, young people can be given the chance to form, collectively, positive attitudes to health, personal responsibility and social issues. It is to meet this challenge of the development of peer group attitudes that a series of books is offered - as a resource bank for teachers to use as they find appropriate to their students' needs.

### Themes Developed across Five Years

Themes	Book 1	Book 2	Book 3	Book 4	Book 5
Personal Management	<p>Introduction to school routines</p> <p>Development of potential Group relationships and ethos</p> <p>Listening</p> <p>Homework</p> <p>Social skills</p> <p>Self-assessment</p> <p>Leisure time</p> <p>Hobbies</p>	<p>Introduction to Year 8 Group relationships &amp; class ethos</p> <p>Development of potential Use of leisure time</p>	<p>Introduction to Year 9 Group relationships &amp; class ethos</p> <p>Development of potential Self-assessment</p> <p>Decision making</p> <p>Social skills</p> <p>Self-determination</p> <p>Purpose of school</p>	<p>Introduction to Year 10 Group relationships &amp; class ethos</p> <p>Development of potential Attitude to learning</p>	<p>Introduction to Year 11 Development of potential</p> <p>Work experience</p> <p>Planning for the future</p> <p>Getting work</p> <p>Interviews</p> <p>Looking after self</p> <p>Budgeting</p> <p>Consumer awareness</p>
Health and Safety	<p>Healthy diet</p> <p>Teeth and dental care</p> <p>Germs and the spread of infection</p> <p>Exercise and rest</p> <p>Personal hygiene</p> <p>Smoking</p> <p>Self-protection</p>	<p>Taking risks</p> <p>Safety-at home, at play, at school, on the road</p> <p>Coping with accidents</p> <p>Influences on health</p> <p>Environmental health</p> <p>Drugs and medicine</p> <p>Smoking, alcohol, &amp; volatile substances</p>	<p>Healthy diet</p> <p>Food choices</p> <p>Food labelling</p> <p>Legal drugs</p> <p>Images of drug users</p> <p>Alcohol. Smoking</p> <p>Illegal drugs</p> <p>Dealing with risk</p> <p>Safety for road users</p>	<p>Physical health</p> <p>Emotional and mental health</p> <p>Coping with stress</p> <p>Psychiatric illness</p> <p>Coping with problems</p> <p>Smoking. Alcohol</p> <p>Illegal drugs</p> <p>First Aid</p>	<p>Being healthy</p> <p>Heart disease</p> <p>Cancer</p> <p>Drug dependence and addictions</p> <p>STDs including HIV and AIDS</p> <p>Depression</p>

<p>Personal Relationships</p>	<p>Belonging to groups The family group and family needs and responsibilities Family life Growing up Changes at puberty Friendship</p>	<p>Communication Self-awareness Influences on behaviour Friendship Family relationships Emotional development Sexual development Conception Pregnancy, birth and caring for a baby</p>	<p>Awareness of others Getting to know people Sensitivity to others' feelings Self-awareness Increasing maturity Relationships with parents Relationships with friends Influences on relationships behaviour Developing self-control</p>	<p>Fulfilling relationships Parents and teenagers Loving relationships Sexual responsibility Contraception Sexually transmitted diseases AIDS</p>	<p>Preparation for family life Love, marriage courtship, Sexual responsibility Making a home Planning and having a family Parenting and child development Prevention of child abuse Fostering and adoption Quality of family life Separation and divorce</p>
<p>Social Awareness</p>	<p>School based social issues - Bullying and teasing Similarities and differences Labelling Developing self-control Neighbours Community services Care of the environment</p>	<p>Care of the environment Natural resources Pollution Litter and vandalism Conservation Environmental planning</p>	<p>Research and forming opinions Communication TV and radio news Newspapers Influence of TV &amp; video Advertising Developing countries - Malnutrition World living standards Own cultural background Different family lifestyles</p>	<p>Community service Local environment Disabilities Old age Death and bereavement Stereotyping Prejudice Migration Racial prejudice Crime and law Consequences of crime Police and penal system</p>	<p>Values Co-operation and conflict Aggression and violence Women and men in society Human rights Moral issues in science, medicine &amp; technology Responsibility on the road Attitudes to driving Citizenship Government Contributing to society</p>