

ST. GEORGE'S CE FIRST SCHOOL



PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY INCLUDING SEX AND RELATIONSHIPS POLICY

School: St George's C.E First School

Member of staff responsible: Mrs K Hoskins

Reviewed: January 2017

Background Information

St. George's Church of England First School takes in children from the local area. The school has approximately 195 pupils and 40 part time pupils in the Nursery. Approximately 23% of pupils are eligible for free school meals and we have approximately 76% of pupils with EAL. We gained Healthy School status in 2006.

Definition

According to the PSHE Association, 'PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future'.

As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Statement of Entitlement

St. George's CE First School aims to meet the needs of all pupils regardless of intellectual, physical or sensory ability, emotional/behavioural difficulties, gender, social and cultural background, religion or ethnic origins.

Aims

It is the aim of the Governing Body of St. George's CE First School to support the implementation of policies and procedures which support our school's vision and aims, as ***'An inclusive Church of England school, creating ambition and inspiring success by:***

- 1. Nurturing confident, healthy, responsible citizens who are enabled to realise their potential by taking ownership of their learning through an exciting and relevant curriculum.***
- 2. Learning to live happily together guided by the Christian values of respect, responsibility, compassion, honesty and forgiveness.***
- 3. Embracing and celebrating the diversity of our school, valuing our family and community partnerships.***
- 4. Promoting lifelong learning opportunities that extend beyond the school and the school day.***

As a Church of England school our PSHE teaching is strongly based on the values of Christianity. It is also underpinned by our whole school ethos and principles so links closely to initiatives which give pupils a voice eg. various councils; initiatives which build confidence and self-esteem eg. Nurture Group, Self Esteem groups, Class Ambassadors, Example Setters, monitor roles; and initiatives which aim to provide support and raise aspirations eg. Achievement for All structured conversations and 'Time to Talk' in Achieving Early, Family Learning.

The aims of this policy include:

- To foster a positive caring environment in which all children can reach their potential and enhance their self-esteem.
- To create a positive atmosphere based on a sense of community and shared values.
- To promote positive relationships between all children and adults and to create support between home and school.
- To develop good relationships between all members of the school community and the wider community and promote community cohesion.
- To involve pupils in playing an active part in decision making.
- To highlight and reward examples of good behaviour.
- To present a caring and concerned environment in which each person responds to the needs of each other.
- To establish opportunities for joining in all aspects of school life and to stress the importance of participation.
- To help children acquire and understand information that will lead to successful participation in the community.
- To promote healthy eating and an understanding of a healthy lifestyle.
- To respect different ways of life, beliefs, opinions and ideas.
- To be aware of safety issues.
- To respond pro-actively to the school being in an area of high teenage pregnancy within the County.
- To prepare Key Stage 2 children for their development at puberty.
- To develop a sense of belonging, self-worth and sense of purpose to protect pupils against vulnerability and the risk of being exploited (Prevent agenda).
- To promote children’s wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing well being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)

Objectives for Keys Stages 1 and 2 include:

- 1) Developing confidence and responsibility and making the most of pupils’ abilities.
- 2) Preparing to play an active role as citizens.
- 3) Developing a healthy, safer lifestyle.
- 4) Developing good relationships and respecting the difference between people.

The objectives are to develop values, skills, knowledge and understanding in relation to the following concepts:

- Rules
- A sense of right and wrong
- Choices
- Communities
- Feelings and relationships
- Rights and responsibilities

Scheme of Work

In the absence of a national programme of study from the DfE, we have produced our own scheme of work based on the needs of our pupils. We have identified the key concepts and skills that underpin PSHE education and help us to fulfil our statutory responsibility to support pupils' spiritual, moral, social, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

The scheme is based on three 'core themes' within which there will be overlap and flexibility: 1. Health and Wellbeing; 2. Relationships; 3. Living in the Wider World.

Our scheme of work is based on The Health for Life (HFL) series and Social and Emotional Aspects of Learning (SEAL) materials. Relevant themes are identified on a two year cycle for each Key Stage.

Key Stage 1

| Cycle 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---------------------|-----------------------------|---------------------------------|------------------------|--------------|-----------|
| | New Beginnings SEAL | Me and my Relationships HFL | Getting on and Falling out SEAL | Healthy Lifestyles HFL | Changes SEAL | Drugs HFL |

| Cycle 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|----------------------|--------------------|--------------------|--------------|--------------------|-------------------------------------|
| | Going for Goals SEAL | Healthy Eating HFL | Relationships SEAL | Feelings HFL | Good to be me SEAL | Caring for animals/Keeping safe HFL |

Key Stage 2

| Cycle 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---------------------|-----------------------------|---------------------------------|------------------------|--------------|-----------|
| | New Beginnings SEAL | Me and my Relationships HFL | Getting on and Falling out SEAL | Healthy Lifestyles HFL | Changes SEAL | Drugs HFL |

| Cycle 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|----------------------|--------------------|--------------------|--------------|--------------------|-------------------------------------|
| | Going for Goals SEAL | Healthy Eating HFL | Relationships SEAL | Feelings HFL | Good to be me SEAL | Caring for animals/Keeping safe HFL |

PSHE lessons are planned using the Health for Life books and SEAL materials. The books and folders are accessible to all staff and are located in the staff room. The same SEAL unit of work will be delivered to each respective year group, in the same term, so that there is a spiral teaching effect. Each new SEAL unit will begin with a whole school assembly to introduce the theme.

Organisation of subject area

Management

The PSHE subject leader has responsibility for monitoring, evaluating and reviewing the subject throughout the school. The co-ordinator is also responsible for budgeting and resources.

Co-ordination

Co-ordination of PSHE will be closely monitored by Key Stage Leaders to ensure consistency across year groups.

Provision

PSHE will be allocated a specific time within the school week and also taught within other areas of the curriculum. Outside visitors will be invited into school to help with specific areas of the curriculum, for example School Nurse, Police Officer. Careful consideration will be given to the content and style of delivery. Staff will support where necessary.

Organisation, teaching and learning approaches in Key Stages 1 and 2

PSHE is delivered in a variety in a variety of ways:

- PSHE as a component in another subject scheme such as Science, English, History, Geography, Religious Education, Physical Education or Art.
- PSHE built into other topics eg. Ourselves (KS1), Stepping up to Key Stage 2, Healthy Lifestyles (KS2).
- An incidental approach which capitalises on current events, assemblies, fundraising for charities, school visits or visitors to school.

Organisation, teaching and learning approaches in the Early Years Foundation Stage

Personal, Social and Emotional Development is a prime area in the Early Years Foundation Stage curriculum and includes the following aspects: Making Relationships; Self-confidence and self-awareness; Managing feelings and behaviour.

Young children need a wide variety of practical experiences in and out of school. Emotional and social development is promoted to enable children to feel secure and confident in their environment. Staff play a crucial role in securing children's personal, social and emotional development. At St. George's CE First School, PSED in the Foundation Stage will be covered throughout the year comprising the SEAL materials as well as Circle Time and our own PSHCE scheme of work which covers all aspects of the Foundation Stage Curriculum.

Teaching methods

During PSHE lessons, it is important to provide a variety of teaching styles. Circle Time forms the basis or starting point for a lesson. The children will benefit from a mixture of whole class, group, paired and individual work. We believe it is important that children have the opportunity to take part and join in with discussions and role play activities. The children agree their own set of classroom rules at the start of each academic year.

Assessment

A report on PSHE will form part of the annual report to parents at the end of each year. There is a self-assessment and teacher assessment document for each year group. Evidence will be kept according to individual teachers' methods and photographs are encouraged as a useful form of assessment. In the EYFS, attainment in Personal, Social and Emotional Development is reported.

Pupil Voice

The School Council, Faith and Belief Committee, Eco Council and Computing Council provide opportunities for children to develop their social and emotional skills by having a voice on choices and developments that are made within the school. They mostly comprise children from classes across the school and they meet regularly with a member of the teaching staff and sometimes a governor.

Monitoring and Evaluation

This subject area will be monitored by the subject leader. An annual PSHE action plan will support the whole school 'School Development Plan' process.

Sex and Relationships Education

Learning outcomes for SRE within the school

By the end of Year 2 pupils will have had opportunities to gain the knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that people grow from young to old.

By the end of Year 4 pupils will have had the opportunity to express their views and respect those of others. They will have practised skills in making judgments and decisions and will be able to list some ways of resisting negative peer pressure around issues affecting their health and well being. They will also have considered different types of relationship (*for example marriage or friendships*), and discussed ways in which people can maintain good relationships (*for example listening, supporting, caring*).

Withdrawal of pupils from sex and relationship education and complaints procedure

The school includes information on sex and relationship education in the school prospectus and full details are available on request. Parents are informed of their legal right to withdraw their child from SRE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the Headteacher to discuss the matter. Pupils cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders. Any complaints about the content or delivery of SRE should be addressed to the Headteacher.

Terminology

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that they are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. An anonymous question box may be used as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer for an answer or seeking advice from the PSHE Co-ordinator or Headteacher.

Drug Education

It is important to ensure children have the knowledge, skills and understanding that enable them to make the sort of choices that lead to healthy lifestyles. It is our aim to help our children become more confident and responsible young people.

We believe drug education to be a whole school issue and feel opportunities occur throughout the curriculum to teach children the importance of leading a healthy lifestyle. This topic is taught through The Health for Life scheme but class teachers may seek support from the school nurse or another health professional. We firmly believe it is important to teach this knowledge and understanding to children starting within the Foundation Stage.

In teaching this subject we follow the guidelines provided by the DFE and we receive advice and support from Children's Services. The children's class teacher teaches drug education through the Health for Life scheme but may seek support from the school nurse, Police Officers or other professionals.

Visitors

Visitors who are able to support our PSHE programme may be invited to contribute to our scheme of work, either through visits to school or visits by the school to them. For example Life Education Centre, local police, road safety officer and so on. Visitors will be closely vetted and expected to abide by the school's PSHE policy at all times.

Confidentiality

Confidential, sensitive and controversial issues may also linked to our Safeguarding Children Policy. Teachers cannot promise complete confidentiality in case further support or advice is needed.

Further Guidance

The following policies may also be related to PSHE:

- Anti-bullying
- Behaviour
- Equal opportunities
- Whole School Food
- Inclusion
- E-Safety
- No Smoking
- Special Educational Needs
- Supporting children with medical needs
- Management of Drug related incidents
- Preventing Extremism and Radicalisation
- Religious Education
- Collective Worship