

## **PSHE Policy**

### **(Including Citizenship, Sex and Relationships)**

#### **Aims of the school Policy**

The school believes that the inclusion of sex education and relationship education as part of the PSHE and citizenship policy in the curriculum is a vital part of the development of young people and prepares them for “the opportunities, responsibilities and experiences of adult life”. (Education Reform Act 1988).

As a church school promoting the “spiritual, moral, cultural, mental and physical development of pupils”, sex and relationship education will be taught “within a moral, family orientated and Christian framework” (Guidelines for Church of England School Governors on Sex Education 1988). It will also include the development of communication and social skills.

The aim of this policy is to clarify the content and the manner in which PSHE, Citizenship, sex and relationship education will be taught as well as the manner of parental consultation and the effective use of resources.

#### **Context**

This policy will take account of the guidelines issued by the DFEE (re 0116/2000) and the S D B E (1988).

#### **Community**

To include all staff, Governors, Parents, children (through circle time and the School's council) and the schools health service.

#### **Management**

The PSHE Citizenship, sex and relationship policy, with the School Development Plan, will describe the provision which will provide children with the knowledge, skill and understanding to learn and respect our common humanity, diversity and differences so that pupils can go on to be informed, active, responsible citizens, who are able to form effective relationships, that are an essential part of life and learning to enable them to lead confident, healthy, independent lives.

#### **Approach**

Children should be taught within a framework, which develops:

- Self respect and respect for others
- Commitment, trust and care within relationships
- Honesty with self and others
- Critical self-awareness for themselves and others
- An exploration of the rights, duties and responsibilities involved in relationships
- Compassion, forgiveness, mercy and care
- An acknowledgement and understanding of diversity, regarding religion, culture, race, gender and sexual orientation.
- An understanding of the needs of vulnerable and marginalized people in both school and the wider community.

### **Human Resource**

There will be continuing access to continuing professional development for teachers and teaching assistants. Any training needs for staff will be identified in their development interviews when targets are set with the Headteacher. Southwark Health Authority will be involved in training Governors, this will be identified at governors meetings, information days will be provided for parents as and when the need arises.

Governors will review the PSHE Policy annually and ensure that parents are reminded of their right to withdraw children from the lesson if they so wish.

### **The Teaching and Learning Environment**

The teaching and learning environment will be safe for staff, parents and pupils through the implementation of an effective teaching and learning policy (which includes equal opportunities), an effective behaviour support policy, effective child protection procedures, pastoral procedures and regard for confidentiality.

The school environment will reflect the cultural, religious, spiritual, racial linguistic and family diversity of its school population in its displays, decoration signs and label. The school ethos will be one of respect for and celebration of diversity, open, honest communication and trust.

### **Ground Rules**

1. No one (teacher or pupil) will have to answer a personal question;
2. No one will be forced to take part in a discussion;
3. Only the correct names for body parts will be used;
4. Meanings of words will be explained in a sensible and factual way.

### **The National curriculum**

The programmes of study for K S 1 and 2 in science PSHE and citizenship provide the framework for planning. The Q C A schemes of work for Science and PSHE and citizenship, will be followed in short term planning as well as the relevant information and guidance in the Church of England School. All planning for Citizenship will support the S.E.A.L. scheme of work. Governors implementing a developmental programme of sex education as part of a whole school curriculum policy, DFEE Sex and Relationship Education Guidance and Health wise Primary School Education pack. The use of the BBC Sex education video may be used with year's 5 & 6. Parents will be given the opportunity to view the video biannually. The Wired for Health web site ([www.welltown.gov.uk](http://www.welltown.gov.uk)) has information that can be used by teachers.

### **Monitoring and evaluation**

The Head teacher, Science Co-ordinator, P.H.S.C.E. Co-ordinator and Governors are responsible for monitoring planning, and delivery of the curriculum. Assessment will take the form of all assessment of foundation subjects as stated in the Teaching and Learning policy.

### **Planning**

Planning will take account of pupil's abilities, needs and experiences and will enable pupils to make use of their experiences, cultural and historical heritage. Planning will be based on the evaluation of previous lessons. Planning will include intended outcomes for learning.

### **Offer**

The curriculum offer will be one that is agreed by the school community and that positively reflects the Christian ethos of the school and takes into account the diversity and self esteem of the pupils.

### **Delivery**

The delivery of the curriculum will be varied but at all times will take account of the content agreed by the governors, parents children and staff. Resources and strategies will be used which will enable pupils to work with some independence and cognitive ability.

### **Access**

There will be opportunities for speaking and listening with clearly defined expectations and outcomes. If questions are asked which are out of the remit given and agreed by the school community, then parents need to be consulted and the school nurse involved.

### **Parents right to withdraw**

Before teachers deliver the Sex Education part of the curriculum referred to in this policy parents must be informed and reminded of their right of withdrawal from this part of the curriculum.

### **Review of the Policy**

The governors and staff will review this policy annually; parents will be consulted regarding any changes.

### **Content**

The school aims to deliver **four broad themes** and within the context of the National Healthy School Standard:-

1. Developing confidence and responsibility and making the most of pupils' abilities;
2. Preparing to play an active role as citizens;
3. Developing a healthier, safer life style
4. Developing good relationships and respecting differences between people.

### **National Curriculum PSHE and Citizenship (non-statutory) KS1 and 2**

The School's Council and Circle time play a leading role in the delivery of these aims, as well as giving the school community an opportunity to take part in the democratic process annually to elect the School's Council representatives. Knowledge, skills and understanding should be taught through the breadth of opportunities. The sex and relationship education should ensure that all children develop confidence in talking, listening and thinking about feelings and relationships, are able to name parts of the body and describe how their bodies work; can protect themselves and ask for help and support and are prepared for puberty.

### **National Curriculum Science -KS1**

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults

- To recognise similarities and differences between themselves and others and treat others with sensitivity

## **KS2**

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle

## **SDBE Guidance for Governors - Foundation**

- My family and myself
- To include;
- Uniqueness, self image, similarities, identifying boy and girl, feelings, emotions and change
- babies and their care (including baby animals)
- hygiene
- people who look after me
- visits to the Doctor, dentist nurse etc

## **KS1**

### **Family,**

Make up & extended family

Roles, what we do together, sharing

Celebrations

### **Friends**

Animal friends

How chosen,

Things not to do

Things we do for each other, games played

Asking and giving help, sharing

Places visited

### **Emotions and feelings**

What makes me feel happy/sad

How do I show my feelings?

How do I feel when grown ups quarrel or when I fall out with friends?

How do I make it up

How do we make friendly gestures?

Who is a good friend?

Sad and happy times

Sharing and caring, coping with loss

Good and bad feelings

Acceptable and unacceptable behaviour

Ways of controlling anger

Photos of me then and now

What I could do at different ages memory of "firsts"

What I can do now

What I will be able to do eg. play a musical instrument

Looking at life cycles

Pets and how they grow

How the mother takes care of them  
Care needed

### **Changes**

Eggs, tadpoles / frogs, butterflies.

Children will receive input from the school nurse for the following areas (parental permission will be sought)

- What helps growth- diet, exercise, and sleep?
- Growth inside and outside the body
- Keeping the body clean
- Naming main external body parts

### **KS 2**

#### **Years 3 and 4**

- Continue work on ourselves,
- Relationships, responsibility to self-family and society
- Uniqueness of characteristics, hobbies, habits, behaviour,
- Diet/cleanliness, responsibility and attitude towards hygiene
- Respect
- Family responsibility, parent's and child's responsibility variety of relationships and family patterns
- Responsibility for own learning
- Social behaviour
- Rules of behaviour
- Acceptability of non-stereotyping
- Making, keeping and changing friends
- Celebrating and respecting others peoples culture, faith and orientation (be aware of homophobic bullying)
- Who looks after you when you are ill?

#### **Year 5**

The school nurse will be involved in the following areas (parental permission will be sought)

- Puberty and menstruation
- Personal hygiene
- Greater responsibility for ones self
- Change and preparation for another stage
- Drug awareness (police may also have input)

#### **Year 6**

- Friendship, membership of clubs
- Trends and fashion
- Media pressure
- Behaviour
- Feeling valued
- Bereavement and loss
- Coping with stress
- The school nurse will have input and parent's permission will be sought
- Main stages in the human life cycle

**Please Note:** Drug Education is delivered throughout the school by an outside agency; D: Side on an annual basis. This is supported through out the year by planning from the Science scheme of work and Southwark- 'What's in the bag?'