



Wolborough CE Nursery and Primary School
Personal, Social and Health Education Policy
Including Sex and Relationship Education and Citizenship

There are four main purposes to this policy:

- To establish entitlement for all pupils
- To establish expectations for teachers for this subject
- To promote continuity and coherence across the school
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers' understanding of the curriculum

1.0 INTRODUCTION

1.1 The importance of personal and social education to the curriculum

Personal, Social and Health Education (PSHE) enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens.

PSHE helps pupils to:

- Develop skills for living
- Understand and manage their emotions
- Become morally and socially responsible
- Take on a range of roles and relationships
- Value themselves and respect others
- Contribute to their community
- Appreciate differences and diversity
- Participate actively in our democracy
- Safeguard the environment
- Act in the wider world in a way that makes the most of their own and others' human potential

1.2 The aims of personal, social and health and citizenship

The school will work towards the following aims in partnership with parents. The PSHE programme will focus on the four main strands of the national curriculum framework:

- Personal development – developing confidence and responsible and making the most of their abilities
- Active citizens – preparing to play an active role as citizens
- Health and safety – developing a healthy, safer lifestyles

1.3 Moral and values framework

The PSHE programme will reflect the school's over-arching aims and demonstrate and encourage the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends and wider community

1.4 Sex and Relationship Education

SRE is seen as the responsibility of governors and parents as well as the school staff. It is taught from KS1 as part of the PSHE programme. The importance of stable, loving relationships and moral responsibility are key. The morality issues encountered in these studies are always approached from a Christian viewpoint which upholds the sanctity of marriage.

1.5 Right of withdrawal

Under the 1993 Education Act pupils can be withdrawn by their parents, from part of sex and relationships education programme that is outside the compulsory elements of sex and relationships education in the National Science Curriculum. Any parent wishing to exercise this right must put it in writing and discuss it with the Headteacher.

2.0 STRATEGY FOR IMPLEMENTATION

2.1 Entitlement and curriculum provision

Across the school 2.5 per cent of curriculum time is allocated to PSHE. This amounts to about 20 hours at KS1 and 22 hours at Key Stage 2 per year.

Time allocated for some parts of the teaching of sex, drug and some health education is accounted for in the teaching of science at both key stages.

2.2 Teaching and Learning Styles

Personal, social and health education is taught best through interactive learning. Circle time is used to develop interactive learning and, therefore, implementing effective personal, social and health education.

Circle time is used to encourage:

- The participation of individuals as part of a large group
- Respect for everyone's views
- Talking and listening for all
- The inclusion of adults and pupils, and the sharing of ideas with the whole group
- The opportunity for teachers to reflect on the effectiveness of their teaching approaches

Family Groups mainly follow the circle time format and thereby further reinforce the above in differently constituted groups

Teaching styles will promote active learning styles which include:

- Whole School projects
- Individual reflection on the subject in hand
- Small group decisions and decision making
- The sharing of ideas by the whole class
- Opportunities for reporting back
- Planning for implementing what has been learned/decided, where appropriate
- SEAL activities

2.3 Content

The content of the PSHE programme, including learning outcomes will be based on the recommended education curriculum programme 'Health for Life' and 'Social and Emotional Aspects of Learning (SEAL)' materials as a framework.

Topics will include:

- Sex and Relationships Education e.g.
 - feelings and relationships
 - my healthy body
 - lifestyles and culture
 - growing up
- Drugs Education e.g.
 - medicine
 - personal safety
 - my healthy body
 - substance abuse
- Healthy eating
- Physical Activity and Well-Being
- Emotional Health and Well-Being e.g.
 - New Beginnings
 - Getting on and Falling Out
 - Say No to Bullying
 - Going for Goals
 - Good to be Me
 - Relationships
 - Changes
- Physical and social Environment
- Child Protection
- Citizenship
- Careers Education

2.4 Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers do not have to answer these directly; they can be addressed individually later. The governors support individual teachers in using their discretion and skill in these situations and they can refer to the Headteacher if they are concerned.

2.5 Confidentiality and Child Protection

Pupils will be made aware that some information cannot be held and that their best interests will be maintained.

Any disclosures or suspicion of child abuse will be dealt with under the School's Child protection Policy.

2.6 Outside Agencies

The school uses several outside agencies to contribute to the PSHE programme. These agencies have been carefully checked and if a teacher decides to tackle something different or use an agency/visitor that has not been used before, this must be discussed with the Headteacher and PSHE Co-ordinator before any arrangements are made.

When outside agencies work within the school they are bound by this policy and the teacher is always present. The School Nurse, the CAMHS worker and members of the CAPP team, magistrates etc. are examples of those who may be involved. The school's procedures for working with external agencies will be followed, including CRB checks.

Out-of school activities and school journeys add greatly to the quality of the PSHE provided. However, it is important that pupils have time to reflect upon their experiences and the ways in which they and others were affected.

2.7 Drugs and illegal substances

Staff will attempt to maintain a calm atmosphere if dealing with parents/carers under the influence of drugs on the school premises. The child's welfare will be the school's focus.

Every effort will be made to persuade a pupil to hand over voluntarily and suspected substance, in the presence of a witness. Searches of property will not be taken without prior consent.

The following solvent based products are not allowed on the school premises or on school journeys:

- aerosols) e.g. deodorant)
- solvent based felt pens

The school adheres to and enforces the anti smoking in public places law.

2.8 Incidents of Drugs possession

Illegal and other unauthorised drugs are not acceptable within the school boundaries, on school visits or residential visits. In the event of a drug related incident the school will:

- ensure the physical safety of any person involved in the incident
- securely store any substance
- contact the LA Drugs Education Co-ordinator for advice, support and liaison with the police

2.9 Healthy Schools Award

The school is working towards the Healthy School Awards Scheme. This is used to assess the health of the whole child within the context of the wider community.

2.10 Inclusion

PSHE positively supports the school's policies for inclusion and promoting positive race relations and ethnic diversity.

PSHE also provides opportunities for individuals and the whole group to consider who, how and why people are excluded.

2.11 Assessment

Teachers assess their children's work in PSHE both by making informal judgements as they observe them and make formal judgements measuring against NC expectations. These assessments are reported to parents in the annual Reports and discussed in consultation evenings. Significant achievements are recognised with Certificates of Merit and notes put in their files to pass on to the next teacher.

3.0 THE CONTRIBUTION OF PSHE TO OTHER ASPECTS OF THE CURRICULUM

3.1 PSHE involves all aspects of being alive in the world. Therefore, all subjects contain some aspect of PSHE. Literature, global awareness, history, physical education and science are the obvious ones.

On the other hand, PSHE provides rich opportunities for pupils to:

- Understand the significance of what they learn for themselves in relationship to their life experiences and choices
- Develop their spiritual, moral and cultural awareness
- Develop and apply the key skills of communication, working with others, improving their own learning performance and problem solving
- Developing and applying thinking skills for information processing, reasoning, enquiry, creative thinking and evaluation.

4.0 LEADERSHIP AND MANAGEMENT

4.1 Leadership and management roles

The PSHE Curriculum Leader is responsible for the direction of the subject across the school. Time is allocated for the leader to monitor standards and quality across the school. The subject leader is expected to keep the curriculum under review and keep the headteacher informed about changes to requirements at the national and local levels. The subject leaders need to keep the link governor informed about developments.

4.2 How the subject is monitored and evaluated

All teachers are responsible for monitoring standards but the subject leaders, under the direction of the headteacher, take the lead in this. Monitoring activities are planned across the year and the schedule is found in the Curriculum Development Plan. In summary these are:

- Staff meeting to discuss work to evaluate standards (attainment and progress)
- Subject leader to analyse teachers' weekly planning files to monitor coverage and balance of curriculum planned
- Subject leader to use one monitoring day per year to undertake lesson observations
- Subject leader to update the subject link governor of any changes in school policy and to note these changes on the master policy document
- Subject leader monitors ongoing displays and work in hand in
- Subject leader to discuss with, or prepare a short summary for, the link governor after a biannual subject monitoring day
- The headteacher to monitor annual reports to parents.

5.0 REVIEW

5.1 This policy will be reviewed annually by the Curriculum Committee of the Governors.

Revised and approved: May 2013