



Stoke Holy Cross Primary School

PSHE and SRE Policy

Date Approved by Governors:

Reviewed: January 2018

Next Review Date: 2021

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PSHE and Citizenship and SRE Policy

At Stoke Holy Cross Primary School, we are committed to developing the whole child. Personal, Social and Health Education (PSHE), Citizenship and Sex and Relationship Education (SRE) gives pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives; establish and maintain positive relationships and become informed, active, responsible citizens.

We regard PSHE and Citizenship as an important, integral component of the whole curriculum.

We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Aims

The aims of PSHE and Citizenship fall into 3 core themes:

Health & Wellbeing, Relationships and Living in the Wider World.

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Planning

Opportunities exist throughout the curriculum for promoting pupils' personal, social and emotional development. Provision for PSHE and Citizenship will be through a combination of:

- Dedicated curriculum time
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas
- National whole school /class activities and events (Anti-Bullying Week, Annual Global Campaign for Education)
- Assembly themes
- Involving pupils in the life of the school and wider community (such as School Council, Green Team, Eco-Schools, Fund Raising Events, Heart Start First Aid Programme)
- Pastoral care and guidance
- Visiting speakers (NSPCC)

Our planning for PSHE and Citizenship incorporates the use of the PATHS (Promoting Alternative Thinking Strategies) Programme for Schools, which is an explicit, structured programme designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills. Planning is adapted to meet the needs of the children in each class. Areas not covered within the PATHS programme, such as Safe and Healthy Living, Citizenship, Drugs Education and SRE, are taught alongside PATHS to deliver a full, progressive curriculum. Our PSHE and Citizenship curriculum meets the requirements of the Norfolk Healthy Schools Status.

When planning, teachers consider which components of PSHE and Citizenship are appropriately linked to other areas of the curriculum. These links can be detailed on the class teacher's medium term planning. As opportunities arise during the school day, adults working with children will promote and reinforce the learned PATHS concepts, and promote the core themes of PSHE and Citizenship. This may be documented in the teacher's daily planning or field notes.

Teaching approaches and learning styles

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy to which reference should be made.

A range of teaching strategies is needed to provide the breadth of effective learning opportunities in the Framework for all pupils. These include an emphasis on active learning enquiry, discussion and participation in PSHE and citizenship activities.

Equal Opportunities – Learning Together

All children have equal access to the PSHE and citizenship curriculum, including Sex and Relationship and Drug Education, regardless of their ability, ethnic group, gender or social background. Delivery will be differentiated appropriately by class teachers, where it is safe and reasonable to do so. This will ensure access by all children in every activity.

Children who may have special needs will be supported by the class teacher, with the possible involvement of the Special Needs Coordinator (SENCO).

Adults in our school are entitled to support from: whole school planning; support from colleagues including the subject leader; INSET within and out of school; and by the provision of support materials and resources.

Resources

PSHE and Citizenship resources for each unit of work are kept by the class teacher. Additional resources are available from the library, the resources cupboard and through the use of ICT. The coordinator holds a selection of reference materials relevant to particular subject areas.

Recording, Assessment and Reporting

Reference should be made to the School 'Recording, Assessment and Reporting Policy'.

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences; applying skills taught through the PATHS programme.

Teachers will be able to discuss progress made by their pupils. General comments about PSHE and Citizenship will be included in annual reports to parents through a general comment, and children will write their own self-evaluation in a personal statement.

Monitoring and Review

This policy will be reviewed as part of the general review programme listed in the School Development and Improvement Plan.

Other Related Policies:

This policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- SEND Policy
- Teaching for Learning Policy
- Drugs Education Policy
- Behaviour Policy
- Safeguarding Policy
- RE Policy
- Spiritual, Moral, Social and Cultural development policy

The Sex Relationship Education (SRE) policy incorporates all that is included in the PSHE policy. Only information unique to SRE is included below:

Policy Statement

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). It gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. (PSHE association 2014)

Sex and Relationship Education has three main elements that we aim to teach:

- attitudes and values
- personal and social skills
- knowledge and understanding

SRE Provision

SRE is delivered in both Science and PSHE lessons predominantly by the pupil's class teacher in mixed gender groupings. Whilst SRE is taught throughout the school, at present the Upper KS2 curriculum contributes more significantly to a child's knowledge and understanding of puberty. Opportunities are made for pupils to discuss matters further in single sex groups if deemed suitable.

Keeping Parents/Carers Informed

Before Year 5 and 6 embarks upon its SRE programme, parents/carers are informed of their right to withdraw their child from SRE lessons. Parents/carers are also reminded that they can read the school's SRE Policy via our website.

The law in relation to SRE states:

- The governing bodies of schools are required to keep an up to date SRE Policy that describes content and the organisation of SRE provided outside the national curriculum science orders.
- Parents/Carers have the right to withdraw their children from Sex Education lessons.

Parents/carers Right to Withdraw

- Those parents/carers wishing to exercise this right are invited to discuss their concerns and to reflect on the impact withdrawal may have on the child.
- Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.
- Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

