



**Ombersley Endowed First School
Personal, Social and Health Education (PSHE)
(including Sex and Relationships Education and Drugs Education)**

Named Co-ordinator: Mrs Caroline Moore

Named Governor for PSHE: Mrs Elizabeth Hooper

Date policy agreed: Spring 2016 **Review Date:** Spring 2018

This policy has been developed in consultation with the staff, governors and pupils of Ombersley Endowed First School, and has been made available to parents/ carers for discussion. A statement is included in the school prospectus, and new parents and staff are able to view copies of the policy document. It is based upon guidance from Worcestershire LA, National Curriculum framework, DfE guidelines and promotes the Every Child Matters agenda.

The provision for PSHE is integral to a whole school approach that embodies the principles of personal and social development and active citizenship. PSHE promotes the spiritual, moral, social, cultural, mental, emotional and physical development, and thus the well-being of both the individual and ultimately the wider community. It helps to give the child the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. The policy is reflected in the school mission statement, and is closely linked to the following policies:

- Safeguarding;
- Equal Opportunities;
- Inclusion;
- Behaviour and Discipline;
- Health and Safety;
- Teaching and Learning;
- Science;
- Diocesan RE Syllabus;
- Bullying.

Aims and objectives

Through Personal, Social and Health Education (PSHE) we promote the aims of Every Child Matters, enabling children to become healthy, independent and responsible members of society.

We aim to equip children with the knowledge, understanding and skills that enable them to know and understand what constitutes a healthy lifestyle and to make the sort of choices and informed decisions that lead to this.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their self-esteem and sense of

self worth and to recognise the worth of others. We teach them how society is organised and governed and ensure that they experience the process of democracy in school through the Class and School Councils. We teach them about rights and responsibilities, and they learn to appreciate what it means to be a positive member of a diverse multicultural society.

We aim to make children aware of safety issues, including how to keep their bodies safe from the harmful effects of drugs. We teach children about the dangers to health posed by drug-taking, and we aim to equip them with the social skills that enable them to make informed moral and social decisions regarding personal and social issues.

We aim to provide a safe environment for our children to share their thoughts and ideas, to enable discussion of moral questions related to drug taking and relationships and so to make sensible and informed decisions about their lives;

We aim to help children respect both other people and their own bodies.

Through our science curriculum and sex education we teach children about the physical development of their bodies as they grow into adults.

We help children to understand what makes for good relationships with others.

Content

Staff will audit PSHE annually, and agree a scheme of work for each class. This may vary from year to year according to the needs of the class or group as identified in the audit which will be carried out to assess the priorities.

This scheme is largely based upon Cambridgeshire PSHE scheme of work which is a flexible resource that meets the demands of the PSHE requirements of the curriculum at Key Stage 1 and 2. SEAL (Social and Emotional Aspects of Learning) runs alongside this through lessons and assemblies. The Family Links Nurturing programme is also used.

Other aspects of PSHE, SRE and Drugs education are included in the Science curriculum, and statutory guidance in the National Curriculum is followed.

Provision

We teach PSHE in the **Foundation Stage** as an integral part of the topic work covered during the year. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in the Reception class when we teach Understanding of the World. Weekly Circle Time sessions are held.

In **Key Stage 1** pupils will learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the ELGs for personal, social and emotional development. They will be taught the basic rules and skills for keeping themselves safe and healthy and for behaving appropriately. The classroom routines will offer opportunities to show that they can take responsibility for themselves and their environment. They will be helped to explore their own and others' feelings and to become aware of the views, needs and rights of other children and adults. As members of the class and school community they will be taught the social skills of sharing, taking turns, playing, helping others, resolving arguments and resisting bullying. The language of choice is used throughout the school in helping children to make appropriate decisions. All children will be encouraged to take an active part in their community.

In **Key Stage 2** pupils will learn more about themselves as growing and changing individuals with their own experiences and views about themselves as members of their communities. They will be encouraged to become more mature, independent and self-confident. Through the teaching of topics on environmental issues and the wider world they will begin to learn about how communities of various sizes function and differ from each other. Pupils will be encouraged to develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They will be guided in making more informed choices about their health and environment, and will be encouraged to choose a healthy lifestyle.

Organisation

We teach PSHE in a variety of ways and through a combination of:

- discrete curriculum time;
- SEAL sessions;
- through and in other curriculum areas, such as Drugs and SRE through Science, or citizenship through history, geography, and a considerable amount through RE as there are significant overlaps;
- Circle time
- PSHE and citizenship activities, and school events and visitors;
- school assemblies.

PSHE is usually taught by the class teacher in lessons and all teaching staff in assemblies.

Other agencies are occasionally brought in to support or enrich the teaching, such as the fire service, school nurse, or police, and they work in liaison with the class teacher.

We also develop PSHE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Year 4, where there is a particular focus on developing pupils' self esteem and independence, and giving them opportunities to develop leadership and co-operative skills.

In line with the school's Equal Opportunities Policy, all teaching in PSHE is taught in such a way as to include all children irrespective of their ability, gender, race or ethnicity. The curriculum is designed to promote tolerance and to provide a broad and balanced education to all children. An IEP for an SEN child may include, as appropriate, specific targets relating to PSHE and citizenship, such as Fun Friends, Social Stories or a Social skills group.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity or fund-raising event, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teaching and learning style

We use a range of teaching and learning styles.

Teaching will start from and build upon children's current knowledge, skills, language experience, concerns and interests. Starting points may be determined through diagnostic activities, e.g. concept mapping, "draw and write" and "draw and tell" techniques, and discussion. Wherever possible, contexts for learning should be relevant to the children and make use of actual situations and current issues.

There is an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves.

We organise classes, through Circle Time, so that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role.

Whole school involvement in democratic forums such as the Class and School Councils will be used as vehicles for discussion, debate and decision-making.

Developing Emotional Literacy

Emotional Literacy is the ability to recognise, understand, deal with and appropriately express emotions. Children need to understand the part emotions play in human experience and actions and the SEAL materials will be used in developing these skills. In order to be emotionally literate children need to develop the following skills:

- recognising, naming and describing feelings;
- understanding and empathising with others' feelings;
- managing one's own feelings;

- responding appropriately to the feelings of others;
- communicating effectively;
- being an effective listener.

Assessment, recording and reporting

In PSHE there are two broad areas for assessment:

- pupils' knowledge and understanding, for example, information on health, understanding of procedures including health and safety;
- how well pupils can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes based on the National Curriculum non-statutory guidance assist the assessment process.

Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and, where appropriate, by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

Teachers can record the achievements of pupils in PSHE in their mark books. We report these achievements to parents each year.

The assessments that we make of pupil achievement is formative and shows developmental progress. There is no pass/fail element to it and it may not be linear, as self-esteem, for example, can rise and fall depending upon events in an individual's life.

Self-assessment can take place through the use of personal diaries in which pupils can reflect upon their learning, experiences and feelings. These are confidential and are only looked at with the pupil's agreement.

Visitors

Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. The visit:

“must be properly planned as part of an overall programme. Their contribution should complement other teaching, the tone and substance should match the age and maturity of the pupils involved and teachers should always be involved, so they are able to deal with questions or concerns.” DfEE 4/95.

Visitors should be aware of school policy, and of confidentiality and should be briefed about any special needs. Visitors should:

- be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school;
- seek to use engaging teaching and learning methods which involve the pupils actively and communicate at appropriate levels for the age group concerned;
- make clear to pupils who they are, who they represent and what they are offering to children;
- develop ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert young people.

Answering Difficult Questions

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Individual teachers must use their skill and discretion in these situations and refer to the PSHE Co-ordinator, but the following strategies may be used:

- deflection;
- setting ground rules prior to session;
- no personal disclosures allowed, using third person;
- acknowledge question, and then talk on individual basis later;
- ask other children what they think;
- have comments or questions box, and filter out inappropriate questions.

Confidentiality

In the context of PSHE children sometimes make personal disclosures. Under the school's Safeguarding Policy children must be made aware that, although most information can be kept confidential, it is necessary for the school to act upon certain disclosures, for example in relation to activities that are illegal or harmful to themselves or others and if the child is considered to be at risk. The Designated Safeguarding Lead contact teacher (Caroline Moore) needs to be informed.

Monitoring and Evaluation

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Pupil feedback can be obtained as part of the monitoring process.

Annual staff meeting are held to carry out audit of children's needs to inform following year's scheme of work.

Role of PSHE Co-ordinator

The Co-ordinator will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities;
- establish a shared view of best practice to which all pupils are entitled;
- lead policy development;
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum;
- provide appropriate support and training for staff;
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme;
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement;
- attend relevant courses and meetings.

Sex and Relationships Education

Organisation

We teach aspects of sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge, understanding of, and respect for, his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. As with other aspects of the PSHE programme, we encourage pupils improve self knowledge in terms of risk-taking (Protective Behaviours), develop the skills for children to make responsible and informed choices, and promote a healthy and secure lifestyle. Materials from the NSPCC are also use to teach protective behaviours, for example the NSPCC 'Underwear Rule'.

In Science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the new National Curriculum for Science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. We always teach this with due regard for the emotional development of the children.

The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice, and invite parents to view resources prior to their use with the pupils;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from the **non-statutory parts** of the sex education programme that we teach in our school but **not** the National Curriculum Science content. If a parent wishes their child to be withdrawn from the non- statutory parts of the curriculum they should discuss this with the headteacher.

The role of other members of the community

We encourage other qualified members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a disclosure, procedures are followed as outlined in section 10 above.

Drugs and Tobacco Education

Drugs education is an important part of our school's personal, social and health education (PSHE) curriculum. The main teaching about drugs will take place in later years, but we lay the foundations for this. The school, in line with all council buildings has a No Smoking Policy and this is made clear through school literature.

The resources and materials that we use in these lessons are recommended either by the Health Authority or the LA. Lessons that focus on drug education form part of a sequence of lessons that are designed to promote in children a healthy lifestyle. Activities and resources are selected that are age, experience, reading level and culturally appropriate.

In Science lessons we teach children what a drug is, and how drugs are used in medicine. We talk about the dangers of smoking and the fact that both tobacco and alcohol are drugs and these issues are handled sensitively. We also teach the difference between legal and illegal drugs and promote the message that all medicines are drugs, but not all drugs are medicines. In circle-time sessions, we encourage children to discuss issues that are important to them, and we help children to be aware of the dangers of the misuse of drugs. At Key Stage 1 children are taught about the correct use of drugs as medicines.

Drug-related incidents: the school follows DfE guidance on such issues.

Signed: *Caroline Moore*

Date: April 2016