

**Low Ash Primary School**

**PSHE EDUCATION**

**Policy**

**(Including Sex and Relationships Education)**

**November 2016**

## **Personal, Social, Health & Economic Education Policy (PSHE education) Including Relationships Sex Education & Drugs Education.**

### **Introduction**

The Personal, Social, Health & Economic Education Policy is to inform staff, governors, parents/carers and visitors of the way we approach the teaching and learning of PSHE education at Low Ash Primary School. This policy has been approved by all teaching staff and the Governing Body.

### **Safeguarding**

The Education Act 2002 places a duty on schools to safeguard and promote the welfare of pupils at the school by ensuring that risks of harm to welfare are minimised and taking appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies.

We recognise the importance of the PSHE EDUCATION curriculum in promoting the welfare and safety of all pupils. The PSHE EDUCATION Policy should be read in conjunction with the Safeguarding Policy – where concerns arise regarding safeguarding and/or child protection, these should be recorded in writing, signed and dated, and passed on to the designated Named Person in school (the headteacher, senior deputy, deputy, assistant head or inclusion leader).

### **Rationale**

Low Ash Primary School is a caring community that provides a kind, positive and supportive environment, one which is responsive to individual need and helps all to achieve their maximum potential both within the classroom and beyond.

We encourage children to develop understanding, to take responsibility and develop caring attitudes towards each other and their surroundings. We welcome parents/carers and the wider community as active partners to promote the life skills needed to become a valuable member of a diverse society.

Provision for PSHE EDUCATION should be inclusive, embracing the full range of pupils, their backgrounds and needs. The Inclusion Policy and the Able and Talented Policy identify the school's approach to and provision for pupils with additional needs, including special educational needs, physical needs, medical needs, social/emotional/behavioural difficulties and able and talented pupils.

### **Equal Opportunities**

In implementing this policy due consideration to equal opportunities, with regard to race, gender, religion and ability, should be ensured with reference to the Race Relations Amendment Act 2000 (as amended) and all other relevant legislation.

## Pupils Expectations

- To feel safe, secure and valued
- To have opportunities where we can succeed
- To be proud of our school and our work
- To expect everyone in school to do their very best
- To work as a team
- To be healthy and well
- To recognise that everyone in school is important
- To celebrate everyone's success

## Definitions

**PSHE EDUCATION** in school reflects the schools aims/ethos at all times. We see **PSHE EDUCATION** as the physical, emotional, social, creative and spiritual well being of everyone in a caring and safe environment where all are encouraged to feel good about themselves and have respect for each other.

**Sex and Relationships Education**, delivered in partnership with health professionals, prepares pupils for the opportunities, responsibilities and experiences of life. We believe it is important to help children feel secure about the emotional and physical changes that take place as they grow towards adolescence and to develop the necessary skills and positive attitudes for supportive relationships now and as adults. The school therefore addresses relationships and sex education within its PSHE EDUCATION programme and the Science National Curriculum (See Sex and relationship education statement in appendix 1).

Through **Drugs Education** pupils will be provided with opportunities to develop and appreciate the benefits of a healthy lifestyle. The creation of a safe environment is of paramount importance to the school. The misuse of legal substances such as alcohol, tobacco, and solvents, or the use or supply of illicit substances will be taken seriously and sanctions will be applied in line with the Behaviour Policy. Where child protection and/or safeguarding issues arise concerning all categories of drugs, both legal and illegal, the procedures outlined in the Child Protection and Safeguarding Policy will be followed.

**Citizenship** enables pupils to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society and uphold British values through the 'Our Values' theme.

**Healthy Lifestyles** The whole school healthy food policy focuses on improving the health and well being of everyone. Healthy lifestyle messages being given across school are consistent and are reflected in all aspects of school life including food provided at lunchtime and the promotion of food and physical activity in the curriculum and extra curricular activities.

**Aims: What we want to achieve**

- To develop an understanding about the emotional, social and physical aspects of growing up.
- To develop an informed appreciation of peoples' beliefs, attitudes and values, also respecting others whilst challenging stereotypes
- To create a safe, supportive environment where concerns can be discussed, questions asked and experiences shared
- To help people feel confident about themselves by promoting self-esteem, self-respect and self worth
- To make PSHE education a whole school responsibility, working in collaboration with parents/carers and the wider community
- To develop skills such as those to enable the sharing of feelings and opinions, risk awareness, informed decisions, getting help and understanding the needs of others
- To provide accurate and balanced knowledge, skills and understanding at age-appropriate levels in order to keep ourselves and others safe and healthy. This will include developing understanding that they have rights to safeguard themselves from abuse of any kind.
- To provide reassurance that the physical and emotional changes that take place as children grow towards adolescence and adulthood are normal and acceptable
- To develop a sense of citizenship and understanding of how society helps individuals and the contributions that individuals can make to society to uphold British values.
- To encourage children to consider their attitudes and behaviour towards others in the wider community
- To understand the importance of playing an active part in democratic processes
- To help parents/carers understand the nature of healthy lifestyles and develop their own skills as educators
- To understand that actions have consequences and to be prepared to accept responsibility for those consequences

- To develop an understanding of our own characters, strengths and weaknesses and make responsible use of our talents, rights and opportunities
- To earn loyalty, trust and confidence whilst working co-operatively with others and resolving disputes peacefully
- To ensure that all aspects of school life promotes the health and well being of pupils, staff and visitors to our school
- To develop an understanding about the role money plays in their own and others' lives, including how to manage their money
- To learn about enterprise and the skills that make someone 'enterprising'

### **Objectives: How the aims will be achieved**

- By providing knowledge and understanding about physical, emotional, social, spiritual and creative changes that occur as pupils grow towards puberty and adulthood (see schemes of work for PSHE education science, PE, RE and literacy)
- By developing an awareness of the effects of peoples' actions and acceptance of responsibility for their own actions (assemblies, class discussions, PSHE education and RE, circle time)
- By offering a range of learning styles and experiences using flexible group work in order to provide and practise decision making techniques and to develop problem solving and inter-personal skills (refer to schemes of work for PSHE education, literacy, drama, RE, maths, science)
- By acknowledging behaviour, academic and social achievement through a reward system, including valuing contributions and praising achievements (Behaviour Policy, merits, class awards, Investors in Pupils, displays of children's work)
- By providing a spiral curriculum that is age-appropriate for the whole school (refer to schemes of work for PSHE education and relevant curriculum areas)
- By providing information about how the body works and the effects on it of healthy lifestyles, dangerous activities and substances, with due regard to health and safety (see schemes of work for PCHSE, science, PE, Life Caravan, Police Liaison Officer, Healthy Schools Week, fruit in schools, water drinking)
- By having a shared understanding of values and how staff foster an understanding of this for pupils (see schemes of work for PSHE education, RE, literacy, circle time, assemblies)

- By providing pastoral support to pupils and appropriately liaise with parents/carers and other outside agencies (see workshops for staff/governors/parents/carers, use of school nurse, Police School Liaison Officer)
- By creating opportunities for pupils to talk to others and reflect on their own attitudes and values and those of others (see schemes of work for PSHE EDUCATION, RE, literacy, drama, circle time)
- By identifying named people to oversee aspects of the PSHE EDUCATION policy (PSHE EDUCATION Leader)
- By offering role models that value caring relationships and healthy lifestyles (No Smoking policy, guidelines for residential visits, parents/carers/teacher/pupil interaction)
- By identifying and meeting the professional development needs for all staff with a shared understanding about appropriate confidentiality (see Performance Management, Role of Subject Leaders, Staff Development Policy)
- By involving all appropriate staff in the production and dissemination of the PSHE EDUCATION Policy (Key Stage meetings, staff meetings, INSET sessions)
- By encouraging parental involvement including the provision of workshops on curriculum issues to encourage understanding and support (see Home-School diaries, Friends of Low Ash, Home School Agreements, parents/carers listening to readers, parents/carers helping on visits/trips)

**This policy was reviewed November 2016.**

**Signed: ..... on behalf of The Governing Body**

**Next Review Date: November/December 2018**

## Appendix 1

### SEXUAL HEALTH AND RELATIONSHIP EDUCATION

#### RATIONALE

Sexual health and relationship education is part of the personal, social, health and citizenship education and science curriculum in our school.

It is taught in a way that allows children to ask and explore moral questions. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. We do not use sexual health and relationship education as a means of promoting any form of sexual orientation.

#### AIMS AND OBJECTIVES

We teach children about:

- the physical development of their bodies as they grow into adults
- respect for their own bodies
- the importance of family relationships
- moral questions
- relationship issues
- respect for the views of other people
- personal rights in relation to their own bodies

#### CONTEXT

We teach sexual health and relationship education in the context of the school's 'Our Values' framework. We teach sexual health and relationship education in the belief that:

- sexual health and relationship education is about developing physical, social, personal, spiritual and moral well being
- children should be taught to have respect for their own bodies
- it is important to build positive relationships with others, involving love, trust and respect
- children need to learn the importance of self-control

## THE ROLE OF THE SCHOOL

We teach sexual health and relationship education through different aspects of the curriculum, namely science and 'Our Values', where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In science lessons teachers inform children about changes to their body and how babies are born. 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 teach about the parts of the body and how these work, and we explain to children what will happen to their bodies during puberty.

Through 'Our Values' curriculum we also teach children about relationships, and respecting and tolerating difference.