



The Meadow Community Primary School and Pre-School

Personal, Social, Health Education (PSHE), including Sex and Relationship Education (SRE)

This policy is intended for all teaching and non-teaching staff; local governors;
parents and other interested parties.

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| <u>Aims</u> | Our aims are to encourage the children to grow and develop as individuals and as members of families and of social and economic communities. They will develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. |
| <u>Objectives</u> | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Develop self-confidence and self esteem • Manage their emotions • Understand and follow a healthy lifestyle • Have respect for themselves, others and the school community • Understand how to develop and maintain good friendships and relationships involving trust and respect • Understand how they can play a valuable role in the school community • Respect diversity and differences between people and have an awareness of prejudice and discrimination • Make informed choices regarding personal and social issues • Encourage the exploration of values and a sense of a moral responsibility • Learn about the political and social institutions that affect their lives • Understand the importance of maintaining personal safety, including managing risk by avoiding dangerous situations and adopting safe practices • Prepare to play an active role as citizens outside school • Move confidently from childhood through to adolescence and into adulthood |
| <u>Curriculum content</u> | <p>There are several curriculum areas of PSHCE education:</p> <ul style="list-style-type: none"> • Physical health and well-being • Mental and emotional health • Sex and relationships education • Alcohol and drug education • Staying safe, including e-safety • Financial education • Being a responsible citizen |
| <u>Scheme of work</u> | <ul style="list-style-type: none"> • The broad range of objectives means that, alongside discreet lessons, PSHE permeates all of aspects school life. • The biological aspects of Sex and Relationship Education are covered in the 2014 National Curriculum under the Science Programme of Study for KS1 and KS2 - these are statutory requirements. • Others areas are covered by the PSHE Association Programme of Study KS1 and 2. <u>Key Stages 1 and 2</u> <u>Core Theme 1: Health and wellbeing</u> • What is meant by a healthy lifestyle? • To maintain physical, mental and emotional health and wellbeing • To manage risks to physical and emotional health and wellbeing |



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| | <ul style="list-style-type: none"> • ways of keeping physically and emotionally safe • About managing change, including puberty, transition and loss • To make informed choices about health and wellbeing and to recognise sources of help with this • To respond in an emergency • To identify different influences on health and wellbeing <p><u>Core Theme 2: Relationships</u></p> <ul style="list-style-type: none"> • To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • To recognise and manage emotions within a range of relationships • To recognise risky or negative relationships including all forms of bullying and abuse • To respond to risky or negative relationships and ask for help • To respect equality and diversity in relationships. <p><u>Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen</u></p> <ul style="list-style-type: none"> • About respect for self and others and the importance of responsible behaviours and actions • About rights and responsibilities as members of families, other groups and ultimately as citizens • About different groups and communities • To respect equality and to be a productive member of a diverse community • About the importance of respecting and protecting the environment • About where money comes from, keeping it safe and the importance of managing it effectively • How money plays an important part in people's lives • A basic understanding of enterprise. |
| <p><u>Planning and Teaching</u> Including: -</p> <ul style="list-style-type: none"> • inclusion for SEND • opportunities for Gifted, Talented and More Able children | <ul style="list-style-type: none"> • PSHE and SRE are delivered in weekly lessons by the class teacher. • A range of teaching and learning styles are used including circle time, drama and role play, assemblies, class debate and discussion and pair or small group work. • <u>Differentiation for SEN and Able Children</u> Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children. Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles. |
| <p><u>Assessment, Recording and Reporting</u></p> | <p>Assessment of children's progress is ongoing and not confined to achievement in PSHE lessons alone. The very nature of PSHE means that careful consideration should be given to the best means of recording their progress. Written work may not always be appropriate and staff will use their professional judgment in this. Early Years Foundation Stage pupils will be assessed in line with the EYFS Profile. Reports are sent out annually to inform parents of their child's progress.</p> |
| <p><u>Professional Development</u></p> | <p>The subject leader attends courses to improve their knowledge and understanding of delivering a high quality PSCE curriculum. All teachers have the opportunity of attending courses to enhance their delivery of the curriculum. The subject leader attends local Healthy Schools update meetings.</p> |
| <p><u>Monitoring and Evaluation</u></p> | <p>Teaching is monitored through lesson observations, pupil interviews, scrutiny of work and a review of planning. This policy is reviewed regularly by the PSHE co-ordinator, Heads of school and Governors.</p> |
| <p><u>Multi-cultural opportunities and awareness of</u></p> | <p>In the PHSE programme of study, children:</p> <ul style="list-style-type: none"> • Learn to respect other children's views. |

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| <u>'British Values'</u> | <ul style="list-style-type: none"> • Understand and respect different faiths and beliefs. • Learn to treat people equally and fairly. • Learn to make choices and understand the consequences of their choices. • Learn about democracy and the rule of law. |
| <u>Sex and Relationship Education</u> | Parents are free to withdraw their children from SRE if they wish to do so (Section 405 of the Education Act 1996). The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science Programme of Study. |
| <u>Health and Safety (including e-safety and safeguarding, if applicable)</u> | <ul style="list-style-type: none"> • Resources used are age appropriate. • Teachers will be sensitive to individual children's needs and circumstances when teaching PSHE. |
| <u>Resources and displays</u> | <ul style="list-style-type: none"> • Any resources used are age-appropriate. • Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils, including different learning styles. • Displays conform to the school's Display Policy. |
| <u>Partnership with parents/carers</u> | <ul style="list-style-type: none"> • Open evenings provide parents/carers with the opportunity to look at displays of work with their children. • Parents/carers are written to prior to teaching any 'Sex and Relationship Education' unit and provide the details of the content, detailing parents' rights to withdraw their child. |
| <u>Partnership with other agencies</u> | <ul style="list-style-type: none"> • The school nurse may be asked to support teachers when delivering some SRE lessons. • The Life Education Bus and Warning Zone may be used to deliver some aspects of the PSHE curriculum. |
| <u>Other</u> | <p>Working alongside SLT to create a Trust policy for SRE, a research group has been organised to aid with this.</p> <p>Our Route to Resilience work runs throughout the school and dovetails well with PHSE.</p> |