

PERSONAL, SOCIAL & HEALTH EDUCATION POLICY

Including Sex & Relationships Education, Drugs Education and British Values

Date of Policy: June 2017

Review: June 2020

All policies at Tacolneston & Morley CE VA Primary Schools Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

Executive Head Teacher: Mrs Laura Green

Chair of Governors: Mr Peter Jackson

Aims:

Tacolneston & Morley CE VA Primary Schools Federation aims to ensure that children develop the skills and knowledge to lead safe, healthy lives; maintain and build positive relationships and become informed, active, responsible citizens.

Objectives:

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

A critical component of PSHE education is providing opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education encompasses our Christian Values For Life.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through PSHE education provision is essential to safeguarding pupils.

Related policies: Safeguarding Policy; Behaviour Policy; SMSC Policy; Anti-Bullying Policy; Anti-Racism Policy; Use of Drugs in Schools Policy

Equal Opportunities

The school is committed to the provision of PSHE; Sex & Relationships Education (SRE); Drugs Education and teaching about British Values for all of its pupils. Our programme aims to respond to a diversity of cultures, beliefs and family backgrounds. Extra support may be given to pupils with special educational needs and disabilities.

Planning and Delivery:

When planning the PSHE Curriculum we will adopt the Ten Key Principles developed by the PSHE Association (refer to Appendix A).

PSHE is firmly embedded in all curriculum areas and part of the curriculum is delivered through PATHS (Promoting Alternative Thinking Strategies). Refer to Appendix B.

PSHE lessons take place in weekly timetabled sessions. This gives opportunities to focus on:

- Listening skills
- Thinking skills
- Developing relationships
- Developing the language of feelings
- Peer mediation and conflict resolution
- Recognise strengths and set goals
- Agree and follow rules
- Keeping ourselves safe

In KS2 there are further opportunities to:

- Take responsibility for homework projects
- Research, discuss and debate topical issues
- Explore how the media present information

PSHE is also addressed in the broader curriculum through:

- School visits and residential trips
- School and Ethos Councils
- Outdoor Education
- Environmental projects
- Community projects
- Charity projects
- Speakers in school
- Collective Worship
- School clubs
- Concerts and open assemblies
- Entertaining visitors in school
- Transition activities

PSHE is delivered by class teachers in mixed gender groups (except for certain aspects of SRE– see below). Active learning methods, which involve children’s full participation, are used.

Specific issues within PSHE:

Various points of view: Staff are aware that views around PSHE are varied. While personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils may make informed decisions for themselves. Pupils are encouraged to consider that there are a diversity of lifestyles, and discussions about these should be dealt with honestly and sensitively. Questions arising from PSHE should be answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later.

Confidentiality: As a general rule, a child’s confidentiality is maintained by the teacher or member of staff concerned. If they believe that the child is at risk or in danger, s/he should talk to the Head Teacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Safeguarding Policy: The Federation has a separate Safeguarding Policy. Effective PSHE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and sensitive issues: Staff are aware that views around some PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others may have a different opinion. All staff will have received Prevent training and should be alert to issues relating to radicalisation (see the Safeguarding Policy).

SEX & RELATIONSHIPS EDUCATION

As part of the PSHE curriculum, we teach Sex & Relationships Education (SRE).

SRE is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It enables young people to make responsible and informed decisions about their health and well-being.

This policy reflects the school ethos and demonstrates and encourages the following values: - respect for self, respect for others, responsibility for actions and responsibility for family, friends and wider community.

Content of SRE curriculum:

- **Foundation Stage:** This area is covered in the Personal and Social Early Learning Goals.
- **Key Stage 1:** Pupils learn to recognise similarities and differences between themselves and others, including naming the external body parts; identifying and sharing their feelings with others, recognising safe and unsafe situations and identifying and being able to talk to someone they can trust.

- **Key Stage 2:** Pupils learn to express their opinions about relationships and learn to support others, including respecting other people's viewpoints. They learn to recognise their own worth and identify positive things about themselves. They learn how to promote their own and other's mental health. Life processes are discussed, including conception and the physical changes that take place at puberty, why they happen and how to manage them. Refer to Appendix C.

Teaching of SRE

SRE is not taught in isolation but firmly embedded in all curriculum areas. Most of the content will be taught in PSHE lessons, in mixed gender groups. Occasionally, visitors from outside school may be invited to contribute to the delivery of SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE. Some science elements of SRE will be assessed formally but the majority will be assessed informally using a range of activities.

Specific issues within SRE

Various points of view: Pupils are encouraged to consider that there are a diversity of lifestyles, and discussions about these should be dealt with honestly and sensitively. Questions arising from SRE should be answered according to age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later..

Withdrawal: Parents/Carers have the right to withdraw pupils from all or part of SRE, except for those elements which are part of the statutory National Curriculum. Those wishing to exercise this right are invited to see the Head Teacher who will explore any concerns and discuss the impact withdrawal may have on the child. Once a child has been withdrawn they cannot take part in any SRE until the request for withdrawal has been removed. Parents are welcome to come in and look at resources used in the classroom.

Confidentiality: As a general rule a child's confidentiality is maintained by the teacher. However if the teacher believes that a child is at risk or in danger, he/she will talk to the Head Teacher before any decision is made. The child concerned will be informed that confidentiality is being breached and why. Effective SRE may result in disclosures of child protection issues and staff should be aware of procedures outlined in the Safeguarding Policy.

DRUGS EDUCATION

Drugs education is embedded in our overall PSHE provision. Part of a healthy school approach is to actively promote health in all aspects of school as a normal part of the curriculum. Children are subject to experiences outside of school that may encourage them to experiment with substances, legal or illegal, and drugs education will help them to deal with this.

Pupil Learning Outcomes

By the end of Key Stage 1, children should:

- Understand they have choices about what they do and that some choices have good effects and some have bad effects
- Recognise who can best influence their choices and take responsibility for their own decisions
- Understand that some substances can make you better and some can harm you

- Know where to go to get help or advice
- Be aware of general safety issues around drugs and substances, including accepting medicine only from a parent or guardian

By the end of Key Stage 2, children should:

- Be able to make informed choices regarding the use of drugs – medicines, tobacco and alcohol
- Be able to make informed choices regarding their behaviour and be able to resist peer pressure
- Understand the differences between legal and illegal drugs and substances, and the legal and personal consequences
- Know that alcohol and tobacco are drugs
- Know where to seek help for self, family and friends
- Understand what good health means

Teaching Drugs Education

Drugs education will be delivered through:

- Whole school elements e.g. assemblies, visiting speakers
- Timetabled PSHE lessons
- Circle Time
- Cross curricular areas e.g. science
- The Healthy Norfolk Schools Drugs Education pack

This will be taught mainly by class teachers, although outside speakers may be invited to support the teaching. Teaching methods will include: discussion, role-play and workshops.

Specific issues within Drugs Education

Use of visitors: It may be appropriate to bring in the support of outside agencies. This is to support the teacher, not replace them. Work should be planned as part of the programme and tone and content should match the age and maturity of the children involved.

Staff Training: All staff have access to free training courses. Staff are expected to ensure that their professional knowledge and skills are developed to a suitable level.

Parents: We will provide support and opportunities to develop understanding as appropriate.

Management of drug related incidents: When referring to drug related incidents, this refers to any incident in which drugs - both illegal and legal - are being used or supplied on school premises, with the exception of medicines which have been prescribed and administered by staff. Drugs, including alcohol, are not allowed in the school during the school day. Any adult found or suspected to be under the influence will be asked to leave the premises. Any child found or suspected to be under the influence of drugs or carrying drugs, legal or illegal, should be referred to the headteacher.

Confidentiality: If a pupil discloses that he or she is taking drugs, or is in a situation that gives cause for concern for a child's safety, the teacher must make it clear that they cannot guarantee

confidentiality. A teacher might direct a pupil to sources of confidential information and advice. Child Protection procedures should be followed for any pupils thought to be at risk.

BRITISH VALUES

The Government set out their definition of British values in the 2011 Prevent Strategy. These new regulations sit alongside the requirements of the Equalities Act, which also applies to all types of school.

Promoting British Values at Tacolneston & Morley CE VA Primary Schools Federation:

We agree with the Department for Education's five-part definition of British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

In our schools, the children will encounter these principles throughout everyday school life within the framework of our Spiritual, Moral, Social and Cultural Policy and our teaching of the Christian Values for Life.

Listed below are some examples of how we promote these values in our school community:

Democracy:

Pupil voice is significant in regards to life in our schools. Our elected School Council plays a strong role in our school. They are elected by their class peers and are involved in making the school a better place for everyone. Teachers adopt enquiry approaches to the planning of their lessons in order to ensure that pupils have input in regards to what and how they learn, which promotes pupil voice. Pupil questionnaires and interviews are also conducted throughout the year. In addition to the School Councils, we have Ethos Groups where pupils can reflect and provide feedback on our teaching and learning of Christian values. The Ethos Groups carry out their own surveys and deliver Collective Worship. We know that the active participation of our pupils will sow the seeds for an understanding of democracy in the future.

The rule of law:

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through our curriculum and our Behaviour Policy. The involvement of our pupils in the creation of school rules helps them to understand the reasons behind the rules and the consequences if they are broken. We discuss the reasons for laws so that children can recognise the importance of these for their own protection. Throughout the year we welcome visits from members of the wider community as we believe that clear explanations and real life stories emphasise the importance of the rule of law for our pupils.

Individual liberty:

We invest a great deal of time in creating a positive culture in our schools, so that children are in a safe environment where choices and freedoms are encouraged. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. We educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. In our schools, we believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children prepare for their adult lives.

Mutual respect:

Mutual respect is at the core our school life. Children learn to treat each other and staff with great respect. This is evident when walking around the school and in the classrooms. Our school motto is 'Work together, Learn together, Grow together' and this is evidenced in the relationships between members of our whole community.

Tolerance of those of different faiths and beliefs:

In our schools, we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens.

APPENDIX A

TEN KEY PRINCIPLES FOR EFFECTIVE PRACTICE IN PSHE EDUCATION

(PSHE Association)

- 1.** Start where children are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
- 2.** Plan a ‘spiral programme’ which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- 3.** Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- 4.** Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
- 5.** Provide information which is realistic and relevant and which reinforces positive social norms.
- 6.** Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- 7.** Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
- 8.** Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

APPENDIX B

PATHS – Summary of units

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1 Fostering a positive environment	Unit 1 Fostering a positive environment	Unit 1 Fostering a positive environment and self esteem	Unit 1 Getting Started	Unit 1 Getting Started	Unit 1 Getting back into PATHS
Unit 2 Basic Feelings 1 Unit 3 Basic Feelings 2 Unit 7 Intermediate Feelings Unit 8 Advanced Feelings	Unit 2 Introduction to Feelings Unit 3 Feelings and Behaviours Unit 8 Emotions/Behaviours	Unit 2 Basic Emotions Unit 4 Using our thinking skills – introduction to basic emotions Unit 8 Feelings and expectations Unit 9 Feelings about school	Unit 2 Feelings and Relationships		
Unit 4 Self Control	Unit 4 Self Control and Anger Management	Unit 3 Improving Self-Control, Self Awareness and Anger Management			Unit 3 Conflict Resolution
Unit 5 Sharing, Caring and Friendship	Unit 6 Friendship and Feeling Lonely Unit 7 Manners and Listening to others	Unit 5 Getting along with others 1 – Friendship Unit 6 Feelings in Relationships 1 Unit 7 Getting along with others 2 Unit 10 Feelings in Relationships 2	Unit 4 Being responsible and caring for others	Unit 4 Making and keeping friends Unit 5 Being responsible and caring for others	Unit 4A Number the Stars Unit 4B Respect
					Unit 2 Study and Organisational Skills
Unit 6 Basic Problem Solving	Unit 5 Anger Management and Problem Solving Skills		Unit 3 Making good decisions Unit 5 Problem solving	Unit 2 Problem Solving Unit 3 Goals and Identity	
Unit 9 Wrap Up		Unit 11 Endings and Transition			Unit 5 Endings and Transitioning

APPENDIX C

SCHEME OF WORK FOR SEX AND RELATIONSHIPS EDUCATION

Children learn about SRE as part of their personal, social and health education. SRE is not isolated but is taught within the framework of caring relationships, families, friends, values and responsibility. A whole range of teaching approaches are used which will allow children to learn in a caring and sensitive way. Teachers are sensitive to religious, cultural and family values and ensure that all children's backgrounds and experiences are recognised and valued. The scheme of work is progressive and the learning in each year group builds on previous learning.

Reception:

- The uniqueness of me, similarities between myself and others
- Naming external parts of the body – hands, feet, arms, legs, eyes, chin etc.
- Caring for babies – what do they need? Visit from new baby if possible.

Year 1:

- The beginning of life – animals, plants and me
- Growth in people, animals and plants

Year 2:

- Naming body parts, including sex organs: penis, vagina, breasts and testicles.
- They will be taught that babies come from a womb and look at pictures of a growing foetus
- Changes as we grow. How I have changed from a baby to now. Physical changes and changing responsibility for self and others
- They will talk about gender and discuss stereotyping
- Ageing – how do we know things are alive, old, dead?

Year 3:

- How babies begin and are born. How they grow (doesn't include sexual intercourse)
- How babies of different animals grow inside or outside their mothers' bodies
- How have I grown? Baby, toddler and recent photos – compare
- How will I grow in the future?
- Different relationships in which they are involved and the importance of honesty, respect, love and trust.
- Produce a fact file to explore the differences between males and females, including naming the reproductive organs

Year 4:

- Locate and name the parts of the body including internal and external parts of the sex organs: egg; ovaries; clitoris; sperm; penis; testicles; scrotum.
- The main stages of the human life cycle

- How pregnant mothers can keep their baby healthy
- How a relationship changes when a baby arrives
- Emotional and physical changes in puberty
- Growing up – menstruation, coping with first period, sanitary protection

Year 5:

- Recap on emotional and physical changes in puberty
- Recap on menstruation
- How a baby is conceived – stressing the importance of an established, loving relationship
- The birth of a baby

Year 6:

- Knowledge that pregnancy can be prevented through use of contraception (no detailed teaching about contraception)
- Revision of SRE as necessary and dealing with pupil questions
- Consider the development of relationships and images of sex in the media; stereotypical attitudes towards sex and relationships

NOTES:

- Correct vocabulary will be taught for body parts. Whilst it may be appropriate to use nicknames for body parts at home, in school it is essential to learn and use the correct terminology. This ensures universal understanding, clarity, respect and manners.
- In KS2, some classes may be delivered in single sex groups
- Classes will establish a set of agreed ground rules to be followed during SRE sessions
- SRE resources will be available for parents/carers to view