

Policy: PSHE Policy (including Sex and Relationships Education)

Date: 2009. Updated July 2011 and revised in line with 2014 National Curriculum

Review date: June 2015

Authorised by: Governing Body

Updated by: PSHE Subject Leader

Introduction:

All pupils at our school are important, and our ethos celebrates diversity of experience, interest and achievement. “The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.” (Valuing All God’s Children, May 2014).

As a Church of England School, we identify Christian values that underpin the whole of our community. These values inform our school’s vision, aims and ethos, the design of our curriculum, all policies, planning and the school’s management and governance. The values that relate particularly to this Policy are Trust, Respect, Responsibility, Compassion and Friendship.

Our school has at its heart, the belief that all children are ‘made in the image of God’. Everyone is different, everyone is valued and everyone is loved.

This Policy should be read in conjunction with the Spirituality Policy, the Safeguarding Policy, the SEND Policy and the Single Equality Policy.

Aims:

To raise children’s self-esteem and confidence, especially in their relationships with others; to develop skills in language, decision making and assertiveness; to help children gain access to information and support; to enable children to participate in society and to value themselves and others.

At Upton St Leonards Church of England Primary School, we believe that ‘Learning for Life’ underpins the philosophy and practice of Primary Education, promoting the processes that develop and enhance the self-esteem and identity of the pupil. It is the means by which children develop spiritually, morally, socially and culturally. We are aiming for each of our pupils to become good citizens in the area in which they live and work and in the world community.

Equal Opportunities:

At Upton St Leonards School, we are committed to providing PSHE and Citizenship for all children. We aim to provide a safe and supportive environment in which children feel their views and needs are respected, where they don’t feel judged or ridiculed and where they are safe from bullying and harassment.

Organisation of PSHE:

We ensure provision of PSHE through timetabled, whole school use of the Cambridgeshire Scheme for PSHE and the Cornerstones Curriculum. PSHE is delivered by teaching staff, support staff and outside visitors and agencies.

We are committed to varied and active learning methods, which involve children's full participation. Single gender groups are used where appropriate. Learning methods and activities are chosen which protect children's confidentiality and give the opportunity for personal reflection.

Children should be aware of the school's confidentiality policy and be clear that in some instances the teacher would not be able to keep a confidence, and would need to tell someone else for the child's protection.

Monitoring of Provision:

Provision of PSHE is monitored through planning and assessment. Planning is linked with the Cambridgeshire Scheme of work for PSHE and with Cornerstones, and assessments are completed by teaching staff at the end of each unit of work. Planning and assessments are monitored by the PSHE Coordinator.

Sex and Relationships Education (SRE):

Aspects of SRE are taught as an integral part of the school's PSHE provision throughout the primary school from Foundation Stage to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately.

Statement of Aims for Sex Education:

SRE contributes to the foundation of PSHE by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of their body and describe how their bodies work;
- Can protect themselves, can treat themselves and others with respect, and can ask for help and support;
- Act responsibly;
- Are prepared for puberty.

SRE will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the children
- Include the development of communication and social skills
- Encourage the exploration and clarification of values and development of positive attitudes

Statement of Values for Sex Education:

SRE will reflect the values of the PSHE programme and the ethos and values of Upton St Leonards as a Church of England school. We acknowledge both that "The official Church of England teaching about the human sexual act

is that it is an act of total commitment which belongs properly within a permanent married relationship” and yet “within the Anglican Communion there exists a wide spectrum of beliefs” (Valuing All God’s Children, 2014).

SRE will be taught in the context of stable and loving relationships. In addition, SRE will promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community.

Legal Requirements of Sex Education Provision:

National Curriculum Science at Key Stage 1 and 2. These areas are compulsory.
PSHE Framework (non- statutory).

Partnership with Parents:

Parents are informed of the arrangements for SRE within the school. Information sessions are available for the parents of Upper Key Stage 2 children prior to the work with the children on reproduction and body changes during puberty.

Arrangements are made for withdrawal of children from non-National Curriculum sex education where requested.

Monitoring and Evaluating Provision of SRE:

Regular evaluation of the Sex and Relationships Education programme by the children and the staff involved will help to iron out problems, identify training needs and keep the programme relevant to the needs of the children. Planning and assessments are completed by teaching staff and monitored by the PSHE co-ordinator. Short questionnaires given to upper Key Stage 2 children at the end of the units on reproduction and puberty, teacher evaluation and reflection time, asking children a range of questions to establish what new information they now have, anonymous question/comment boxes etc are strategies which could also be used to evidence the monitoring and evaluation of SRE provision in the school.

Programme Content:

Sex and Relationships Education (SRE) at the primary level builds on the personal and social development work carried out to meet the Early Learning Goals at the Foundation Stage. It builds a foundation of emotional and social skills which is central to all later SRE work. These skills are fundamental to the children’s emotional development and learning and are essential if SRE is to be effective. Specific sex and relationships education work is linked to, and builds on this work and increases through the Key Stages.

At Key Stage 1, the SRE programme continues with the work of the Foundation Stage, building skills such as: developing confidence in talking, listening to others, thinking about feelings, naming emotions, developing self-esteem and self-concept, assertiveness skills and friendship skills. Specific SRE linked to these skills would include naming of parts of the body, as required by the National Curriculum, differences between boys and girls and looking at how people grow from young to old.

At Key Stage 2, the skills work continues and pupils look specifically at the changes that will take place at puberty and how babies develop, are born and are conceived.

A review of research into the effectiveness of SRE concluded that if it is provided early, it can contribute to a reduction of teenage pregnancies and improve young people's sexual health. As a school, we therefore have an important contribution to make in reducing the teenage pregnancy rate by providing SRE as part of the curriculum. To do this SRE needs to begin before children reach puberty.

Healthy Schools

Our school aims to enhance and develop our ethos and environment, which supports learning and promotes health and well-being of all. We encourage participation of all within the school community and we are effective in embedding cultural change within our school.

National Healthy School status requires our school to meet criteria in four core themes. These criteria not only relate to the taught curriculum but also to the emotional, physical and learning environment that our school provides.

We use a whole school approach involving the whole school community to provide learners with:

1. Personal, Social and Health Education, including Sex and Relationships education and Drug Education.

PSHE provides pupils with the knowledge, understanding, skills and attitudes to make informed decisions about their lives.

- Class teachers use the PSHE framework, the Cambridgeshire Scheme and the Cornerstones Curriculum to deliver a planned programme
- The subject coordinator monitors and evaluates the PSHE provision to ensure quality of teaching and learning
- Pupil progress is assessed at the end of each unit of work
- The school has up to date policies for PSHE
- There is a non-smoking policy in school
- The school involves professionals from external agencies to support PSHCE delivery e.g. the school nurse, Life Education Bus
- All pupils' views are reflected in curriculum planning, teaching and learning and the whole school environment, including those with special needs

2. Healthy Eating

Pupils have the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink is available:

- SMT oversee all aspects of food in the school
- We have a whole school food policy
- We have a welcoming eating environment that encourages positive interaction of pupils

- Healthy food is available at lunchtime, children are encouraged to bring healthy lunchboxes and water is available for the children to drink at all times
- Menus are monitored
- Pupils have the opportunity to learn about different types of food in the context of a balanced diet
- School Council ensures pupil voice in regards to meal suggestions

3. Physical Activity

Pupils are provided with a range of opportunities to be physically active. They understand how physical activity can help them to be healthier and how physical activity can improve and be a part of their everyday life.

- The school provides clear leadership and management to develop and monitor its physical activity policy
- The school has a whole school PE policy
- We ensure a minimum two hours of structured PE each week to all pupils
- We provide opportunities for all pupils to participate in a broad range of extracurricular activities that promote physical activity
- The school consults with children, through a children’s questionnaire, about the physical activity opportunities offered by the school
- We involve schools sports coordinators and external specialist coaches in the provision of activity
- We encourage pupils, parents/carers and staff to walk or cycle to school through ‘Walk to School’ weeks and implementation of the school travel plan

4. Emotional Health and Well-being

Promoting positive emotional health and well-being to help pupils understand and express their feelings, and build their confidence and emotional resilience and therefore their capacity to learn

- The school identifies vulnerable individuals and groups and establishes appropriate strategies to support them and their families
- The school provides clear leadership to create and manage a positive environment which enhances emotional health and well-being in school – including the management of behaviour and reward systems
- Teachers plan curriculum opportunities for pupils to understand and explore feelings using appropriate learning and teaching styles
- The school has a confidential pastoral system in place for pupils and staff to access advice, including a Learning Mentor
- The school has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination
- Our Anti-Bullying Policy is clear and is understood and implemented by the whole school community
- We provide opportunities for pupils to participate in school activities and responsibilities to build their confidence and self esteem
- The school has a clear confidentiality policy

In administering this policy, we will take into consideration children with special educational needs and disabilities.