



# PSHE and SRE Policy

(**P**ersonal, **S**ocial, **H**ealth and **E**motional)  
and **S**ex and **R**elationships

Agreed by the Governing Body	Date: January 2016
Review Date	Date: July 2019
Review Schedule	Biennial
Person(s) Responsible	PSHE Subject Leader

**Contents**

		<b>Page</b>
<b>1.</b>	<b>Introduction</b>	
	• Aims	3
	• Objectives/Pupil Learning Outcomes	3
<b>2.</b>	<b>Procedures and practice</b>	
	• Equal opportunities	4
	• Pupil Involvement	4
	• Organisation	4
	• Content of Schemes	5
	• Parental Involvement	7
	• External Contributors	8
	• Methods of Approach	8
	• Monitoring	9
	• Assessment	9
	• Links with Other Policies	10
	• Training and Support	10
<b>3.</b>	<b>Concluding Notes</b>	
	• The 3D PSHE Scheme Resources	11

## **1. Introduction**

### **Aims**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

We believe it is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment.

The broad aims of SRE are to contribute to the wider PSHE and Citizenship programme by ensuring that all children: develop confidence in talking, listening and thinking about feelings and relationships; are able to name parts of their bodies and describe how their bodies work; can protect themselves and ask for support; and are prepared for puberty.

### **Objectives/Pupil learning Outcomes:**

The PSHE/CITIZENSHIP programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- have a sense of purpose
- value self and others
- form relationships
- make and act on informed decisions
- communicate effectively
- work with others
- respond to challenge
- be an active partner in their own learning
- be active citizens within the local community
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals
- learn about bodily differences.

- gain a respect for the privacy of others' bodies and learned that they have rights of privacy and control over who touches them in certain ways.
- learn to recognise and compare main external parts of the bodies of humans and other animals.
- learn that humans and other animals can produce offspring and that these offspring grow into adults.
- understand the process of conception and birth.
- know of the existence of contraception. Teachers should, however, be sensitive to particular religious or moral attitudes which families may have towards contraception.
- understand changes at puberty, including menstruation and voice breaking.
- be aware of the normality of differing rates of maturing towards adolescence. Their acceptance of physical variation and of different rates of development is very important.
- have come to appreciate the special role of sexual relations in valuable loving relationships and to recognise the essential place of loving relationships in the life of the family.
- have learnt in more detail about the working of their own bodies, the growth of a baby in the womb and the process of birth.

## **2. Procedures and Practice**

### **Equal Opportunities**

The school is committed to the provision of PSHE and SRE to all of its pupils. Our program aims to respond to the diversity of children's cultures, faiths and family backgrounds. The needs of children with Special Educational Needs (SEND) will be taken into account in accordance with the SEND Policy.

PSHE and SRE will be set in a social and ethical framework so that it is in line with the personal and social standards, which our school is aiming to encourage. SRE will not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship through *Protective Behaviours* and the *Dimensions* Scheme of work.

Other related policies and documents include the Anti-Bullying Policy, Child Protection Policy and the Promoting Race Equality document.

### **Pupil Involvement**

Our pupils are regularly consulted about their own personal, social and citizenship development through assemblies, *Protective Behaviours* and the *Dimensions* PSHE scheme. The school council play a significant role in the decision-making in respect of the children's behaviours and attitudes to learning. They see their roles as pivotal to their personal development and to that of others in the school community. This is evident in their moral and social responsibilities towards each other and the school and demonstrated by the strategies introduced e.g. friendship bench, charities, red and yellow card system for playground behaviour.

### **Organisation**

PSHE/Citizenship is timetabled regularly in each class. It is also taught through cross-curricular opportunities, for example Sex and Relationship Education within Science and / or Protective Behaviours. In answering children's questions, teachers will adopt an open and honest approach; appropriate to the child's age and to the circumstances of the question, at times giving only a partial answer or deciding whether to answer to the class group or to the individual would be more appropriate.

In addition to this we provide enrichment activities to support the curriculum such as Healthy Lifestyle assemblies and elections in class for the school councillors. The residential experiences make an important contribution to the pupils' personal, social, emotional and citizenship development. Assemblies support the delivery of PSHE and Citizenship and are used to launch specific themes, for example respect, caring and sharing.

Teachers will not give individual advice to children regarding sexual activity. Of course this is highly unlikely to be an issue in the Primary years, and, if found to be so for individual children, may possibly involve suspicion of child abuse. In such a case, or if children disclose sexual abuse to school staff, the school policy on Safeguarding / Child Protection will give details of procedures to be followed. If children are discovered to be engaging in inappropriate sexual activity then, the above mentioned procedures permitting, parental involvement would immediately be sought.

### **Content of the PSHE and SRE Scheme**

In accordance with section 2.5 of the new 2014 National Curriculum Framework, 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The PSHE Association 2013 have identified the key concepts and skills that underpin PSHE Education to help primary schools fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

Prior to Year 5 SRE is delivered at Woodloes School through other areas of the curriculum. SRE will, as far as possible, be one aspect of an integrated topic-based approach to learning. For example, it may form a planned part of class topics such as 'Living Things', 'Keeping Healthy' or 'Myself' which, planned for different ages, can introduce appropriate aspects of sex education. Teachers also use *Protective Behaviours* and the PSHE scheme *Dimensions* to support the children's learning.

However, learning in school is often incidental and unplanned and teachers need to be prepared and confident in dealing with aspects of sex education which crop up unexpectedly; for example, during a topic on 'The Victorians' or in discussions about morality during Religious Education. In addition, in Year 5 and Year 6, planned curriculum opportunities to cover SRE are provided. Teachers will use the correct terms for the parts of the body: penis, testicles, vagina, breasts, ovaries etc., and while 'pet' names maybe acknowledged they will not generally be used in teaching. Teachers will aim to establish an acceptable and correct sexual vocabulary. Such specific Sex Education, as described above, will begin in Year 5 and be developed during Year 6. Our approach in Year 5 and 6 involves the use of a confidential box for anonymously written questions. These are answered by the teacher in lessons and discussed openly rather than to cause embarrassment if asked aloud. Teachers will be able to prepare for and deal with such questions appropriately.

The details of sexually communicable diseases and of same-sex relationships will not be specifically covered, though teachers will need to be ready to deal appropriately with children's questions and guard against children acquiring misinformation from other sources. Parental permission will be sought with respect to certain areas of this curriculum in recognition and understanding of diverse religious and moral standpoints.

The PSHE scheme *Dimensions 3D PSHE* will help pupils '*develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain*'. Pupils will also be taught through three underlying core themes, within which there will be broad overlap and flexibility:-

In each theme, the suggested content is intended to start debate rather than being definitive. It should be considered alongside schools' assessment of pupil need.

### **Core theme 1: Health and Wellbeing**

In **Key Stages 1 and 2**, pupils are taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency and,
- to identify different influences on health and wellbeing

### **Core theme 2: Relationships**

In **Key Stages 1 and 2**, pupils are taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help and,
- how to respect equality and diversity in relationships

### **Core theme 3: Living in the Wider World**

This theme has strong links with citizenship and aspects of it, for example, financial education and, should be planned alongside citizenship provision.

In **Key Stages 1 and 2** pupils should focus on 'economic wellbeing and being a responsible citizen' and are taught:

- about respect for the 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

### **Early Years 3D PSHE Programme**

This resource for Early Years has 25 stories in total, all linked directly to the Development Matters objectives, covering all the PSED Early Learning Goals, as well as the following:-

- Talks about past and present events in their own lives and in the lives of family members (UW)
- Talks about ways to keep healthy and safe (PD)
- Manages own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (PD)

### **Puberty Programme Year 5 & 6 Session Outlines:**

#### **Year 5:**

- changes outside and inside the body
- basic facts about menstruation to include explanation of sanitary wear
- the importance of personal hygiene
- questions and answers.

#### **Year 6:**

recap Year 5 sessions

- explain sexual intercourse
- questions and answers.

### **Parental Involvement**

It is important that parents know which aspects of PSHE and SRE their children will encounter in school. When specific knowledge is being taught as a planned part of a class topic, parents will be informed so that they may be prepared for any questions or concerns which children may express. Parents will also be invited to view beforehand any learning material, which is to be used with the children. Teachers will always be willing to talk to parents individually about any areas of concern. This policy will be made available to parents on the school website, and in hard copy if requested, to allow all parents to view the PSHE and SRE policy, and any comments accordingly received will be taken into consideration.

Parents are/will be given the opportunity to find out about and discuss the schools' programme through

- parents evenings,

- involvement in policy development,
- Information leaflets/displays.

When sex education is being specifically taught, and parents have therefore been informed, parents have a right to withdraw their child from the lessons if they so wish. In these circumstances, parents would be asked to voluntarily state their objections to the content of the lessons so that the school could be sure that no misunderstanding had occurred and could be aware of parental attitudes.

### **External Contributors**

External Contributors from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the PSHE/Citizenship programme. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the delivery of the PSHE/Citizenship programme.

It is our policy to enlist the Compass Warwickshire School Health and Wellbeing Service to impart sex education to the children. Although the school believes that usually the class teacher is in a position of familiarity and trust with his/her class, we believe that the NHS team has the resources and is in the best position to provide sex education. SRE runs alongside the Personal and Social Education in the school and can be integrated into it when there is a required need. Boys and girls will not generally be separated for sex education, as we would wish to avoid creating an atmosphere of secrecy and taboo. However, separate group or individual sessions will be arranged as required with girls to cover the practical aspects of managing periods in School. Facilities are provided for girls who have started menstrual periods.

### **Methods of approach**

A variety of teaching and learning strategies are used to deliver PSHE/Citizenship which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHE, Citizenship and SRE lessons involve a high level of interaction where each pupil has planned opportunities for learning through:

- the development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- collaborative work
- opportunities for reflection
- challenge within a safe environment
- respect for each genuinely made contribution
- negotiation
- accommodating new information and skills and,
- building on current experience and using first-hand learning to achieve positive ends

A range of teaching strategies will be used as appropriate. These will include:



- circle time
- role-play and other Speaking and Listening activities
- discussion/ activities whole class, small group, 1:1
- visitors e.g. PC , Fire Brigade, School Health Advisor etc., stories e.g. exploring behaviour of characters, creative activities
- pupil initiated activities
- themed weeks/days

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

The elected school council are actively involved in promoting PSHE and Citizenship issues.

### **Monitoring and evaluation**

The PSHE and SRE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The PSHE and SRE subject leader is responsible for monitoring the standard of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and SRE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school. The subject leader is also responsible for providing and evaluating an annual action plan assessing strengths and weaknesses in the subject and indicating areas for further improvement.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- pupil and teacher evaluation of the content and learning processes
- staff meetings to review and share experience

### **Assessment**

Assessment is in-line with QCA Guidance on Assessment, Recording and Reporting and link to the end of Key Stage Statements for PSHE and Citizenship.

In PSHE and Citizenship there are two broad areas for assessment:

- children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- how well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes based on the end of key-stage statements assist the assessment process. At key stages 1 and 2 there is no requirement for end of key stage assessments. However, on an annual basis each class teacher reports on the personal qualities and progress over the year to parents.

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in

self-assessment e.g. talking about their own experiences, making comments for teachers to record.

Children will be rewarded in line with school policy e.g. house points, certificates in celebration assembly.

### **Links with other policies**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Teaching and Learning
- Equal Opportunities
- Safeguarding (Child Protection)

### **Training and support for staff**

All staff benefit from PSHE/Citizenship training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

## **Appendix 1**

### **Early Years 3D PSHE Programme**

This resource for Early Years has 25 stories in total, all linked directly to the Development Matters objectives, covering all the PSED Early Learning Goals, as well as the following:-

- Talks about past and present events in their own lives and in the lives of family members (UW)
- Talks about ways to keep healthy and safe (PD)
- Manages own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (PD)

The storylines, which are meaningful and relevant to this age group, introduce characters that young children can identify with in order to help teach key messages and skills.

### **Key Stage One 3D PSHE Programme**

The three core themes visit, investigate and teach 12 separate units, through 70 individual lessons, based upon the following areas:-

- Healthy Lifestyles
- Hygiene
- Changing and Growing
- Emotions
- Keeping Safe
- Communication
- Bullying
- Fairness
- Family and Friends
- Rules and Responsibilities
- Communities
- Money and Finance

### **Key Stage Two 3D PSHE Programme**

The three core themes visit, investigate and teach 21 separate units, through 90 individual lessons, based upon the following areas:-

- Healthy Lifestyles
- Hygiene
- Changing and Growing
- Emotions
- Keeping Safe
- Communication
- Bullying
- Fairness
- Family and Friends

- Rules and Responsibilities
- Communities
- Money and Finance
- Nutrition and Food
- Aspirations
- First Aid
- Collaboration
- Similarities and Differences
- Healthy Relationships
- Diversity
- Discrimination
- Enterprise