



## **Polehampton C. of E. Schools Federation**

### **Personal, Social and Health Education (PSHE) Policy, includes Sex and Relationship Education Policy**

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#### **Document History**

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## **Introduction**

The Children's Act (2004) requires all professionals to work towards helping children achieve the five national outcomes as outlined in the "Every Child Matters" agenda:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Section 78 of the Education Act 2002 and the Academies Act 2010 requires our curriculum to:

- Promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils for the opportunities, responsibilities and experiences of later life.

Personal, Social and Health Education (PSHE) and Sex and Relationship Education is an important part of children's development and is a strong component of our whole school ethos.

## **Personal Social Health Education**

PSHE is a life-long process. PSHE in our school is the planned provision for emotional and social development. Children need support in developing emotionally and socially so that they are able to use their thoughts and feelings to guide their behaviour positively and develop personal awareness, emotional resilience and social skills. This will enable them to enjoy and manage their lives now and in the future, to be effective learners and active citizens. Our school provides a safe, supportive environment and has a positive ethos.

## **Aims**

Our aims are that every child should:

- Feel valued
- Show self-reliance/responsibility/resilience
- Be confident and have a good self-image
- Approach tasks with enjoyment and enthusiasm
- Show respect for each other
- Take pride in their work
- Communicate effectively with others
- Understand the importance of keeping emotionally and physically safe
- Make informed, sensible decisions
- Be aware of the environment

**The school promotes positive steps to PSHE in school by ensuring that:**

- Staff are welcoming and approachable
- All children are valued
- Children are aware of the Super Learner Profile which promotes effective characteristics of learning
- Staff are aware of and sensitive to issues such as bullying
- Children are involved in decisions about spending the money they raise from cake sales
- There is a good selection of books and resources reflecting the breadth of PSHE curriculum
- Assemblies and lessons reinforce termly values such as tolerance, kindness, honesty
- British values are promoted
- Children are aware of how to stay safe online
- Children's work is celebrated
- The school has an open door policy which promotes good home/school links
- The School Council plays an active role in decision making within the school
- There are good working conditions for everybody
- Personal hygiene is taught
- Governors are involved in school life
- Parents are involved in school life
- There are opportunities to help others eg, *Children in Need, Send my Friend to School*
- Planet Protectors raise awareness of environmental issues
- Class assemblies involve all children
- Children know what is expected of them
- Links are made with the community
- All children have access to lessons on WBC's Lifebus
- Children welcome visitors and show them around school

**Partnerships**

We work together with these key partners in order to facilitate the teaching and learning of PSHE

- Pupils
- Parents and carers
- Health Professionals
- Local Authority Advisory Staff
- Voluntary sector
- Police
- Statutory sector agencies (social services, drug and alcohol teams).

Our children are taught that they are part of a wider community by

- Visitors coming to our school
- Joint events between both schools
- Regular visits to the local Church
- Carol singing in Twyford

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- WASMA
- Visiting the elderly at Bridge House
- Year 5 and 6 residential trips
- Links with senior school – language day, maths challenge
- Sporting events with other schools across the district. Eg Cross country
- Polehampton Day
- Junior and Infant links
- School Fetes

## **Learning Objectives of the PSHE Programme**

The National Curriculum offers a non-statutory framework for PSHE.

In **Foundation Stage** PSHE learning takes place throughout the day, specifically in three curricular areas:

### **Personal, social and emotional development**

- making relationships
- self-confidence & self-awareness
- managing feelings and behaviour

### **Physical development**

- Moving and handling
- Health and self-care

### **Understanding the world**

- People and Communities
- The World

In **Key Stage One** and **Key Stage Two** PSHE is delivered through three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world

### **Assessment of Learning**

Assessment is continual, and based on:

- Everyday observations
- Responses in assemblies
- Pupil and parent questionnaires
- Parental feedback during the year
- Good staff communication
- Talking to adults

### **Evidence of Learning**

- Learning Journeys (Foundation Stage)
- Reflections
- Nurture Groups
- Teacher assessment (written records, response to group work activities)

# Sex and Relationship Education

## **What is Sex and Relationship Education?**

Sex and relationship education contributes to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in society and prepares pupils for the opportunities, responsibilities and experiences of adult life. It is about understanding the importance of family life, stable and loving relationships, respect, love and care.

At the Polehampton Church of England Schools, Christian values are firmly embedded in our teaching. We endeavour to raise our children believing and practising important values of love, kindness, tolerance and forgiveness.

Sex and relationship education is firmly rooted in the framework for PSHE. It has three main elements:

### **Attitudes and values:**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life and loving relationships for the nurture of children
- Learning the value of love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

### **Personal and social skills:**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with the absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

### **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages
- Understanding emotions and relationships

### **Aims**

By the end of Key Stage 1, pupils will be able to:

- Understand that animals including humans grow and reproduce offspring that grow into adults.
- Recognise the needs of babies and young people.
- Recognise and name the main external parts of the bodies of humans including genitalia.
- Develop confidence in talking, listening and thinking about feelings and relationships, and naming emotions.

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- Realise that their bodies belong to them and they can say who has access to it.
- Understand why families are special, and that there are different types of families.
- Recognise similarities and differences between themselves and others and treat others with sensitivity.
- Identify and share their feelings with others and make friends.
- Identify who to go to if they are worried and how to attract their attention.
- Be aware that their feelings and actions can impact on others.
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.
- Judge what kind of physical contact is acceptable, comfortable, unacceptable or uncomfortable and know how to respond.
- Know that people's bodies and feelings can be hurt.
- Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.
- Recognise that they share a responsibility to keep themselves safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.
- Understand the difference between secrets and surprises and understand not to keep adults' secrets.
- Know the basic rules for keeping themselves physically and emotionally safe and healthy.
- Begin to understand how to keep safe online and use ICT responsibly.

By the End of KS2 the children will have built on KS1 knowledge regarding the following:

- To understand that there are some changes which they have control over and others that they do not.
- To understand why reproduction is necessary in all species
- To know the life cycle of some common animals
- To reflect on relationships with people they care about
- To examine the stereotypical attitudes some people have of girls
- To understand the menstrual cycle and changes that will occur to their body
- To establish a set of ground rules for future lessons.
- To examine their feelings about growing up.
- To discuss the formation of close relationships and what makes a friendship work.
- To discuss gender roles, stereotypes and peer pressure.
- To understand the changes that occur to male and female bodies during puberty.
- To understand the concept of marriage and its importance for family life.
- To know how babies are conceived.
- To understand the changes that occur as the baby grows.
- To understand how babies are born.

### **The Context within which SRE is taught**

The Governing Body believes that SRE is best taught within the context of the PSHE education and is taught in the context of the following topics:

- Families & family relationships
- Animals and plants
- Our bodies: naming of parts and their functions
- Respect of our bodies
- Celebrating equality and challenging gender stereotypes
- Love and affection for others
- The importance of touch
- Friendship, sharing and co-operation
- Caring for others
- Coping with loss, separation and change
- Managing our feelings

### **Parents have the right to withdraw their child from sex and relationship education.**

Teachers deal sensitively and truthfully with any questions that children may ask in their day to day school life in an age-appropriate way.

### **Setting up a Supportive Environment to Effectively Teach Sex and Relationship Education.**

Children learn about sex and relationship education in a supportive environment. They learn to listen to one another and respect one another's opinions. Children are given opportunities to acknowledge and discuss problems and issues. This may be through:

- Circle time
- Puppets
- Role play
- Ask it basket
- Draw and write techniques
- Nurture groups/social skills groups

### **Confidentiality**

Any information that a child discloses related to abuse is dealt with confidentially. Discussions are framed within a supportive and inclusive context to ensure that pupils do not feel vulnerable or marginalised. However, it is the adult's responsibility to inform the child protection officer of any concerns.

### **Valuing Diversity**

Our school and community include different cultures and faiths. Children explore different beliefs and practices within the SRE programme, for example, finding out about different ways a baby's birth is celebrated in a variety of cultures and religions. Respect for diversity also means that SRE meets the needs of children whatever their family circumstances or abilities.



**Resources**

The Channel 4 Living and Growing DVD. We have SEAL (Social and Emotional Aspects of Learning) resources and books suitable for covering subjects such as relationships, feelings and life cycles. We have ensured that these materials present positive images of relationships.

**Assessment**

Continuous informal teacher assessment takes place in every class.