

Hothfield Junior School

Policy for Personal, Health, Social and Citizenship Education (including drugs education and sex and relationships education) and reflecting upon Spiritual, Moral, Social and Cultural development (SMSC)

Rationale

Hothfield Junior School is a place where we all strive for excellence. We believe that pupils need to understand and increasingly take responsibility for themselves and their bodies as they grow and develop in order to be prepared for adult life. It is one of the purposes of education to help children feel positive about themselves. We believe that when people feel positive about themselves, they are less likely to be exploited, are less likely to exploit others and can make informed decisions about their behaviour. We aim to provide a friendly, secure, caring and quietly disciplined environment where children can acquire knowledge and develop skills and attitudes to help them develop a positive self image, have respect for themselves and each other and develop an understanding of their role within society. We believe all children should be given every opportunity to achieve.

Sex and relationships education and drugs education are addressed as part of the PHSCE policy.

Hothfield Junior School values the importance of SMSC within and across all aspects of school life.

The school condones neither the misuse of drugs, nor the illegal supply of these substances.

The school has a no smoking policy.

Aims

- To raise awareness of the importance of a healthy lifestyle

- To develop a sense of citizenship and understanding of how society helps individuals and the contributions that individuals can make to society
- Appreciate that having freedom and rights involves accepting some responsibility
- To promote an appreciation of stable, loving and caring relationships
- To develop an informed appreciation of people's beliefs, attitudes and values and respecting others whilst challenging stereotypes
- To create a supportive and caring environment where concerns can be discussed, questions asked and experiences shared
- To foster self-esteem, self-respect, self-worth and positive self-images
- To value the differences between people and the needs of self and others
- To make PHSCE and SMSC a whole school responsibility, working in collaboration with parents and the wider community
- To deliver a planned, relevant curriculum which is flexible enough to enable opportunity to address significant and important issues as they arise
- To develop skills such as those to enable the sharing of feelings and opinions, risk awareness, informed decisions, getting help and understanding the needs of others
- To provide unbiased and accurate balanced information using appropriate language in order to keep ourselves and others safe and healthy
- To provide reassurance that the physical and emotional changes that take place as children grow towards adolescence and adulthood are normal and acceptable
- To provide positive role models
- To help children understand that they have rights and should have control over who touches their bodies

Our aims are met by:

- Providing knowledge and understanding about physical, emotional, spiritual and creative changes that occur as pupils grow towards puberty and adulthood (PHSCE, Science, P.E, literacy, circle times)
- Developing an awareness within each individual of the effects of people's actions and acceptance of responsibility for their own actions (Circle time, whole and class assemblies)
- Ensuring all pupils have equal access to the whole curriculum (Equal Opportunities policy)
- Acknowledging academic and social achievement (house points, classroom rewards, SPOTs assembly, displays, appropriate feedback and marking)
- Providing a spiral curriculum that is age appropriate for the whole school (PHSCE)

- Providing spiritual, moral, social and cultural education within an enriching curriculum
- Providing information about how the body works and the effects on it of dangerous activities and substances, with due regard to health and safety (relevant curriculum areas, PHSCE)
- Having shared understanding of morality and how staff will foster an understanding of this for all pupils
- Providing pastoral support to pupils and offering appropriate liaison with parents and other outside agencies (Learning Mentor, School Nurse etc)
- Creating opportunities for pupils to talk to others and reflect on their attitudes and values and those of others (PSHCE, circle time, other curriculum areas)
- Identifying named people to oversee aspects of PHSCE
 - PHSCE co-ordinator - J. Crossley
 - E-safety and Drugs co-ordinator - J. Crossley
 - Learning Mentor - J. Burgoyne
 - Named persons for child protection - J. Procter, S. Cloke, J. Hudson
- Offering role models that value caring relationships and healthy lifestyles (No smoking policy, Educational Visits, home/school liaison, fund-raising events etc)
- Identifying and meeting the professional needs of all staff and including all staff in decision making processes
- Encouraging parental involvement

Appendix

1) Sex and Relationship Education

Across the 4 years at Hothfield, the children participate in a programme of work within PHSCE under the heading of relationships.

Each year group plans and delivers a programme of work which should take 5 or 6 lessons - this could include circle times. Relationships education should then be an integral part of other teaching and learning where appropriate.

Year 3

Focus on friendships - appropriate touch; how I'd like to be treated; how I should treat others (including animals);

Year 4

Developing mutual respect; honesty; valuing diversity; understanding where to get help.

Year 5

Starting point - Science curriculum - life processes including reproduction

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age.
- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
- + (Characteristics of a good relationship, friendship; family and love; looking at characteristics of a baby and lead on to how a baby is made and grows) - resources on teacher share
- + An informal time for the girls to talk about body changes, puberty and in particular menstruation.

(Meanwhile boys have a session on something relevant to them - eg violence in video games)

Year 6

Starting point - Science curriculum - life cycles including puberty

To include - about myself, my feelings and my emotions (self evaluation); emotional change at puberty; disagreements; keeping clean; change in boys and girls, stereotyping (What can boys do? What can girls do?); Image, fashion, marketing; personal rights and safety.(Resources on teacher share),

2) Drugs Awareness

As part of PSHCE, a programme of work is delivered with regard drugs awareness.

Year 3 and 4 - thinking about prescribed and over the counter medicines; introducing alcohol and tobacco and their effects and the risks involved.

Year 5 and 6 - the use and mis-use of legal and illegal drugs; coping with peer group pressure; how to ask for help; developing techniques to resist pressure to do wrong. Also within year 6 there is a visit from a police officer.

3) Circle Time

At least once a fortnight, each class will participate in a circle time where class concerns and ideas are discussed as well as pre-planned SMSC or PHSCE issues. The PHSCE co-ordinator is available to discuss any ideas with regard circle time. A range of resources is available in each year group.

4) The Hothfield 6Rs

At Hothfield we believe in developing the children's understanding of life skills and qualities through the 6Rs - Relationships, Resourcefulness, Resilience, Responsibility, Reasoning and Reflection. Each Friday's celebration assembly (SPOTs - special people of the school) refer to the 6Rs. Each classroom promotes the 6Rs visually and class teachers incorporate them into the planning and delivery of lessons.