

# **AIRE VIEW INFANT SCHOOL**

## **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY**

**Including sex and relationships education and drugs education**

**Reviewed : 2017**  
**Next Review : 2020**

**Ratified by governors**  
**polpshce.doc**

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# AIRE VIEW INFANT SCHOOL

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

### “P.S.H.E”

**Including sex and relationships education, drugs education and healthy lifestyles (healthy eating and physical activity)**

#### **Rationale: (Why we need the policy)**

At Aire View Infant School we view education as a continuous process in which home, school and community should work in partnership to nurture the development of self esteem and self confidence in each uniquely individual child. We provide a warm, caring and mutually supportive learning environment where children are encouraged to use their own initiative, consider other people's point of view and develop attitudes of mutual respect and responsibility.

We see PSHE as supporting the physical, emotional, social, creative and spiritual wellbeing of children in an environment where they can feel good about themselves as they grow towards adulthood. We think that teaching Economics and Citizenship enables children to become healthy, independent and responsible members of society. We feel it is our responsibility to encourage our pupils to play a positive role in contributing to the life of the school and the wider community. Towards this we help develop their sense of self worth, teaching them about rights and responsibilities, giving them the experience the process of democracy in school through the school council. We believe pupils should be helped to appreciate what it means to be a positive member of a diverse multi-cultural society.

PSHE addresses relationships and sex education in line with the DfES guidance 0116/2000, by developing skills, attitudes and understanding to form supportive relationships and respect for themselves and others; knowing how, and able, to keep physically, emotionally and socially safe and healthy. In partnership with others pupils are prepared for the opportunities, responsibilities and experiences of life.

In creating a safe environment, and in line with the DfES guidance 0092/2004, the Governors do not condone the misuse or supply of legal substances such as alcohol, tobacco, medicines or solvents nor illegal substances. The suspected misuse or supply of illegal substances, within the sight of the school grounds, will be shared with the police.

#### **Aims: (Broadly what we will try to achieve)**

- To make PSHE (including the promotion of healthy eating and physical activity) a whole school community responsibility
- To work in collaboration with parents, the wider community and other agencies to the benefit of our pupils
- To create a happy, safe and secure environment where concerns can be discussed, questions asked and experiences shared
- To be sensitive to individual back ground, experiences and needs and attitudes and address questions and issues appropriately (either with a group or an individual child).
- To promote appreciation of caring relationships and value the family in all its forms.
- To foster respect for the differences between people and the needs of self and others.
- To help people to feel positive about themselves by promoting a positive self image, self esteem, self respect, self worth.
- To encourage positive attitudes towards wanting to keep safe and healthy

- To develop a range of skills in order to keep safe and healthy
- To provide accurate and balanced, age appropriate information in order to keep safe and healthy.
- To provide positive role models (including healthy choices).
- To develop a sense of citizenship and understanding of how society helps individuals and the contributions that individual can make to society and the environment
- To encourage participation in activities that promote healthy lifestyles.

## **Objectives (How the aims will be achieved)**

1. By all adults in the school community demonstrating respect, consideration and understanding towards each child and between themselves. (See pastoral support system, use of circle/carpet time, guidelines of residential visits, positive behaviour/anti-bullying policy, smoking policy).
2. By valuing what individual children bring from home in the form of learning experience, possessions, religious beliefs and culture including food and other traditions. (See teachers' planning, displays, assemblies, use of circle/carpet time, use of assemblies, smoking policy, providing vegetarian and/or Halal options for school meals).
3. By acknowledging achievement and involvement in health promoting activities and healthy choices through praise and encouragement through gesture, verbal and written feedback and displays. (See policy on marking, behaviour management procedures and use of star assemblies)
4. By encouraging children to reflect on their attitudes and behaviours and the effect on others and themselves in order to promote empathy and fairness in disputes (See positive behaviour and anti-bullying policy, group work skill development, and programmes in RE, literacy, and PSHE e.g. use of SEAL materials).
5. By valuing friendships and encouraging diversity within friendships groups (See circle/carpet time, group work development, RE and literacy.)
6. By demonstrating appropriate ways of handling emotions and providing the opportunity to rehearse skills of sharing feelings appropriately. (See programmes for PSHE including SCARF, SEAL material, literacy, RE, circle/carpet time, use of role play, behaviour management/anti-bullying procedures).
7. By providing a safe and healthy environment and teaching the safe and hygienic behaviour in the use of tools and materials and personal hygiene.( See Design and Technology including food technology, science, PE, smoking policy, medicine policy, positive behaviour and anti-bullying policy).
8. By using a range of activities to develop skills such as speaking and listening, communication, risk analysis, problem solving, decision making, healthy choices, and appropriate assertiveness. (See use of role play/drama, literacy, circle/carpet time, talking partners, class council, group work in technology, science, PE, behaviour management/anti-bullying procedures, food choices, PSHE including use of SEAL and SCARF resources).

9. By being aware of any changes in the behaviour patterns of individual pupils and using agreed procedures for dealing with concerns about pupils, including flexible use of staff time, the involvement of parents and outside agencies). (See policies for SEN, handling suspected drug misuse, child protection, health and safety, behaviour/anti-bullying, and use of circle/carpet time, services provided by school nurse, parent liaison officer and educational physiologist etc.)
10. By engaging with the whole school community in monitoring and reviewing PSHE related policies and programmes (See use of circle/carpet time/class councils, workshops for parents, governors and staff, role of subject co-ordinators, use of questionnaires.
11. By creating a warm and welcoming environment for parents and encouraging the involvement of parents/carers and other community members in a wide range of school activities. (See open door policy at the beginning and end of the school day, an appointment system at the convenience of the parent/carer, voluntary help in school, parent liaison officer, clubs/activities).
12. By providing parents/carers with information in order that they can support the emotional, social, physical, creative and spiritual wellbeing of their child (See parent notice board). Workshops, demonstrations and leaflets e.g. healthy eating/packed meals, oral health, out of school activities, home/school contacts, newsletters, occasional health events).
13. By identifying and addressing the professional needs of all staff (See role of subject co-ordinators, School Development Planning process, use of staff meetings and workshops.)
14. By providing opportunities for children to raise concerns and questions either in small groups or on a one to one basis (See use of circle/carpet time, role play, use of puppets, behaviour management/anti-bullying procedures, child protection procedures and programmes for RE, science, literacy and PSHE ( including the use of SEAL and SCARF resources).
15. By having high but achievable expectations of behaviour (See positive behaviour and anti-bullying policy, school/class rules, use of assemblies, programmes for PSHE and RE, red and green card system for lunch time supervisors to encourage positive behaviour and support social skills).
16. By providing information about human growth and development, how the body works and the effect on it of activities (exercise, rest, hygiene) and substances. (See Use of Life Education classroom, online SCARF resources/programmes, science, PE, Design & Technology (Food) and healthy snack policy).
17. By providing information and skills related to identifying and avoiding risky behaviours and situations (See Walking Bus, use of circle time activities, use of visitors e.g. Police School Liaison Officer (SLO), fire service, school nurse etc).
18. By ensuring that all aspects of food and nutrition within school promote the health and well being of staff, pupils and visitors. (See reflection of national standards by school catering providers, displays, healthy options for snacks, involvement in the fruit and vegetables in school scheme, exclusion of carbonated or sugary drinks in school, and science and PE programmes e.g. explanation that **occasional** sugary snacks may be acceptable if there are high energy needs.
19. By providing parents/carers with information about out of school activities and encouraging them to provide access for their children. (See parent notice board, newsletters, School website, leaflets, use of field trips/visits).

20. By having a named person to co-ordinate the school's response to concerns about child protection issues and suspected drug related incidents and communicate with relevant agencies. (See policies and procedures for child protection and the management of suspected drug related incidents on staff room notice board).
21. By having a named person to co-ordinate PSHE.
22. By monitoring and evaluating the policy through the school's development planning process on a rolling programme and with wide consultations. (See role of subject co-ordinators, use of circle/carpet time/class councils, workshops and/or questionnaires to parents, staff and governors).

**PHSE POLICY GUIDELINES: the management procedures and systems, roles and responsibilities which will help to put the policy into practice.**

**1. Delivery**

The PHSE programme is delivered throughout the school through a long term planning framework and encompasses a whole school ethos. Different aspects of the PHSE programmed will be delivered through various other subject areas, e.g. science, PE, RE, technology, literacy and numeracy.

**2. Social Inclusion**

This is an important part of the development of the whole child. Children need to recognise their own worth, work well with others and be responsible member of the class/school/community.

- ❖ Parents are also asked only to provide drinking water without flavouring or colouring for consumption during the school day, bottles may be refilled with tap water as necessary.
- ❖ Parents will be asked to take responsibility for the hygiene of water bottles used by their children. School cannot accept responsibility for illnesses caused by bacteria as a result of poor hygiene of water bottles.

**9. Confidentiality**

All adults and pupils need an understanding that information shared has to be acted upon, if that information puts the child or another person at serious risk. Adults working in school need to agree to maintain appropriate levels of confidentiality within and outside of school. Information about a pupil need only be shared with relevant staff, i.e. named person, head teacher.

**10. Complaints Procedure/Parental Rights to Withdraw**

(See also Policy on Curriculum and Parents' Complaints Procedure)

Parents can choose to withdraw their children from all or part of relationships and sex education where it is provided outside the statutory programmes of study within the National Curriculum. It may be necessary to make parents aware of the implications of removing their child e.g. how it may make them feel and how it may affect their relationship with other children.

## **11. Roles and Responsibilities (2017- to date)**

**PHSE Co-ordinator - Mrs S Roberts and Mrs Lucy Tucker**

**Child Protection Named Persons - Mrs V Bottomley/ Mrs T O'Connor, Mrs A O'Hara and Mrs L Heslop**

### **The Head Teacher will:**

- ❖ Ensure that PHSE is a whole school responsibility.
- ❖ Ensure that procedures for managing child protection issues and suspected substance related issues are followed.
- ❖ Be the contact person for issues relating to child protection and drug or substance misuse
- ❖ Keep information for staff and parents on health related issues (including substances and healthy eating etc) up to date.
- ❖ Ensure that staff professional development is provided including food hygiene certificate for relevant staff.
- ❖ Work with school catering providers to establish the school's nutritional expectations.
- ❖ Ensure that pupils, staff, governors and parents are involved in its review and development.
- ❖ Negotiate the school's continued involvement in the Fruit and Vegetables in School initiative.
- ❖ Delegate and negotiate the funding for the provision of out of school clubs such as football, dance, sewing, gymnastics and French.
- ❖ Review and develop or delegate the organisation of lunch time provision so that it is a pleasant social occasion for both pupils and adults and supports their social and emotional wellbeing.

### **The PHSE co-ordinator will:**

- ❖ Promote PHSE as a whole school responsibility.
- ❖ Provide support where required for teaching staff with long and medium term plans.