

Silsden Primary School

Personal, Social and Health Education Policy Including Sex and Relationships Education



Date of Governing Board Approval: March 2018
Review Date: As required by changes to legislation (expected 2019)

Rationale: (Why we need the policy)

At Silsden Primary 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.

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

The school has a no smoking policy.

Aims: (Broadly what we will try to achieve)

- To make PSHE (including the promotion of healthy eating, physical activity and SMSC matters) a whole school community responsibility
- To work in collaboration with parents, governors, 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 each individual's unique identity and address matters which arise appropriately
- To promote appreciation of caring relationships and value the family in all its forms
- To develop an informed appreciation of people's beliefs, attitudes and values and respecting others whilst challenging stereotypes

- To help promote positive self-image, self-esteem, self-respect and self-worth
- To encourage positive attitudes towards wanting to keep safe and healthy
- To develop a planned, relevant curriculum which is flexible enough to enable and encourage a range of skills to keep safe and healthy and address significant and important issues as they arise

- To provide accurate and balanced, age appropriate information in order to keep safe and healthy.
- 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 positive role models (including healthy choices).
- To develop a sense of citizenship and understanding of how society helps individuals and the contributions that individuals can make to society and the environment
- Appreciate that having freedom and rights involves accepting some responsibility
- To provide reassurance that the physical and emotional changes that take place as children grow towards adolescence and adulthood are normal and acceptable
- To help children understand that they have rights and should have control over who touches their bodies

Objectives (How the aims will be achieved)

Providing knowledge and understanding about physical, emotional, spiritual and creative changes that occur as pupils grow from early years towards puberty and adulthood (PSHE, Science, P.E, R.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, special assembly, displays, appropriate feedback and marking)

Providing a spiral curriculum that is age appropriate for the whole school (PHSE)

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, PSHE)

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 (Family Support Specialist, Learning Mentor, School Nurse and outside agencies such as bereavement counselling etc)

Creating opportunities for pupils to talk to others and reflect on their attitudes and values and those of others (PSHE, circle time, other curriculum areas)

Identifying named people to oversee aspects of PSHE (see appendix)

Offering role models that value caring relationships and healthy lifestyles (No smoking policy, Educational Visits, home/school liaison, fund-raising events etc)

Providing parents / carers with information about school activities and encouraging them to provide access for their children (Parent notice board, newsletters, school website and blog)

Identifying and meeting the professional needs of all staff and including all staff in decision making processes. Encouraging parental involvement

Providing staff with relevant resources including SCARF (Early Years / KS1), SEAL etc. Across Key Stage 2, all classes participate in a weekly R time session focussing on relationships.

Provide circle times to address curriculum objectives or matters arising.

Appendix

1) Sex and Relationship Education

Each year group plans and delivers a programme of work– this could include circle times. Relationships education should then be an integral part of other teaching and learning where appropriate.

Early Years

To play co-operatively and to take turns with others. They take account of one another's ideas about how to organise an activity. Show sensitivity to the needs and feelings of others. Form positive relationships with adults and other children.

Year 1/2

Developing and maintaining a variety of healthy and safe relationships whilst managing emotions.

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

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

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),

+ An informal time for the girls to talk about body changes, puberty and in particular menstruation.

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.

Year 6

Continuation of year 5 curriculum if required. Moving on to secondary school, making choices, understanding feelings, assertiveness training, forming new relationships.

Drugs Awareness

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

Early years and KS1

Understanding ways to keep healthy and safe including healthy eating. To start develop an understanding of medicines.

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.

Roles and Responsibilities (2018- to date)

PSHE Co-ordinator - Mrs S Roberts and Mrs Lucy Tucker (Aire View Site); Mr J. Crossley (Hothfield Site)

Child Protection Named Persons - Mrs V Bottomley/ Mrs T O'Connor, Mrs A O'Hara and Mrs L Heslop (Aire View Site) – Mr J Procter, Ms J Hudson