

Care, Aspire, Achieve

Alexandra Park Primary

PSHE and SRE Policy



September 2021

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Personal, Social, Health and Education Policy 2021

(This policy incorporates Sex and relationships Education)

Introduction

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that; promotes the spiritual, moral, social and cultural development of pupils at the school and of society; and Prepares pupils for the opportunities, responsibilities and experiences of adult life.

From 2020: it became statutory for schools to deliver Relationships Education in primary schools. Schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, also statutory from September 2020, covers the key facts about puberty and the changing adolescent body.

At Alexandra Park Primary School, we believe that PSHE is an essential part of the whole school curriculum and is concerned with the emotional health, well-being and welfare of children. It gives pupils the knowledge, skills and understanding they need to lead healthy and independent lives and to become confident, informed, active and responsible citizens.

The purpose and school context for PSHE

PSHE is central to the development of the pupils in our school. The planned programme is designed to help pupils to deal with the difficult moral, social and health related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHE programme is central to achieving our school's own aims and objectives and mission statement. PSHE provides learning that makes an essential contribution to

- Reducing or removing barriers to learning by providing learning that promote positive relationships and thus supports young people in reaching their full potential
- Developing the key concepts, language, skills, strategies and understanding that enable young people to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support (for example team working that encourages more effective group enquiry) and transcend academic learning (for example building resilience and developing entrepreneurial skills) and that are essential to employability in a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people.

The PSHE programme is embedded within other efforts such as Restorative Approaches, School Council and Collective Worship to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The school provides opportunities for children and young people to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

The key principles that underpin our PSHE provision.

Our PSHE programme recognises that young people will bring prior learning and real-life experiences to the learning. Our programme respects and builds on these, providing a programme that reflects the universal and unique needs of our students. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure its relevance.

We provide PSHE through, SCARF, a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

The PSHE programme is taught within a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHE programme is just one part of what the school does to help young people develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system.

The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all staff supported in partnership with families and the wider community. Where appropriate the school encourages their involvement in the programme.

The purpose of each lesson is made clear and learning experiences meet the needs of all the young people in the class. The programme offers a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator. Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. Young people are encouraged to take responsibility for their own learning and to record their own progress. PSHE encourages young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

Our Aims

Our aims for PSHE fall within the framework of the National Curriculum and through the outcomes of Every Child Matters and through RSE guidance.

The National Curriculum has three statutory aims, for all children to become

- Successful learners
- Confident individuals and
- Responsible citizens.

The provision of a comprehensive, developmental PSHE programme,

- supported by a curriculum that provides opportunities for personal and social development
- set within a 'healthy school' that models supportive behaviours and offers opportunities for young people to practice personal and social skills and make real decisions about their lifestyle

is central to our school's response to these requirements.

We follow the SCARF Spiral Curriculum which develops pupils' knowledge, skills and understanding based around six key areas:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being my Best
- Growing and Changing

PSHE may be taught in a variety of ways including through circle times, discreet PSHE lessons, collective worship, Beliefs and Values and through cross curricular links to other areas of the curriculum.

Foundation Stage

To ensure that all children are kept healthy and safe the Nursery and Reception classes follow the Early Years Foundation Stage.

One of the three prime areas particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive is personal, social and emotional development.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

To achieve the Early Learning Goal, children need to demonstrate self-confidence and self-awareness. This can be identified when:

- Children are confident to try new activities and say why they like some activities more than others
- Children are confident to speak in a familiar group
- Will talk about their ideas
- Will choose the resources they need for their chosen activities
- Will say when they don't need help

In addition, the children need to demonstrate self-confidence and self-awareness. This can be identified when:

- Children can manage feelings and behaviour
- Children talk about how they and others show feelings
- Children talk about their own and others' behaviour, its consequences and know that some behaviour is unacceptable
- Children work as part of a group or class, and understand and follow the rules
- Children adjust their behaviour to different situations, and take changes of routine in their stride.

Children also need to be able to make positive relationships. This can be identified when:

- Children play co-operatively, taking turns with others
- Children take account of one another's ideas about how to organise their activity
- Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

This prime area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others.

Key Stage 1

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Key Stage 2

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

The use of visitors to the classroom

Visitors to the classroom enrich the PSHE programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

Equal Opportunities

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE provision.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Pupils with additional educational needs

As far as is appropriate, pupils with special educational needs follow the same PSHE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Learning Support Assistants work with individual pupils, where required, sometimes on a one-to-one basis.

Monitoring and evaluation

The PSHE co-ordinator will monitor the planning, teaching and learning of PSHE regularly. Planning will be monitored termly and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

Confidentiality

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure and our Safeguarding procedures. The boundaries around confidentiality are made explicit to learners.

Assessment, recording and reporting

As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self-awareness and self-esteem and there are opportunities to record learning and progress in different ways.

SRE Appendix

SRE is taught as part of the Growing and Changing area of the PSHE curriculum.

Definition of SRE:

SRE Guidance (DfES 2000) provides the following definition:

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching."

Aims of the Curriculum

A planned, progressive programme of SRE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults. SRE teaches the skills children need to develop positive healthy relationships. It supports their moral development, helping them to understand themselves and to respect and care for others.

Reception and Key Stage 1

- Children learn about their special people; friends and friendship; learning to recognise and react to different feelings and how to keep safe.
- They explore how we show love and express feelings in our relationships. They might learn how we are all special and what makes us the same, what feelings we all share and what makes us different. They explore how we feel when our special people go away or even die.
- They learn about good and not so good promises and secrets and how to say “No!”, “Don’t”, “I’ll ask” and “I’ll tell”.
- They might explore growing and changing in animals, plants and people and understand that growing and changing is a natural part of living.

In Lower Key Stage 2 (Years 3 and 4)

- Children continue to explore growing and changing. Children learn to recognise and name main body parts. This helps children understand the differences between males and females and how they change as they get older.
- They explore the different stages of human development, understanding how some people’s needs and responsibilities stay the same whilst some change as they get older.

Upper Key Stage 2 (Years 5 and 6)

- Children explore emotional changes and how to manage feelings towards themselves, their families and others in a positive way.
- They learn that we all go through physical and emotional changes but the age at which changes happen will depend on their own personal ‘body clock’.
- They learn that although people’s bodies may be ready to have/make babies, they as people are not ready in many other ways (emotionally, financially, and educationally) for a long time.
- Towards the end of their time in primary school children learn the process of conception and understand the importance of loving, stable relationships. Revisiting differences in reproductive system between boys and girls, they learn how they change during puberty.
- They learn that being able to talk sensibly and learn about this is an important part of growing up.

Who is Responsible for Providing RSE?

Governors working with the headship team take responsibility for meeting statutory requirements in SRE. The teaching of SRE will be provided by class teachers within the context of trusted relationships and the teaching for learning in SRE will be monitored and evaluated by the PSHE leader. It will then be fed back to the SRE Governor.

Dealing with sensitive issues

Wherever possible (taking into account family background, culture, religious belief and children's differing experiences) teachers should answer all questions relating to RSE in an open and factual way – for example using the correct names of body parts.

Teachers should use their professional judgement and discretion when answering questions raised by the children.

To safeguard all those concerned teachers should not enter into discussions about their personal issues and lifestyle choices and no one (teacher or child) has to answer a personal question or a question about which they feel uncomfortable.

Confidentiality

Should any disclosures occur during the teaching of RSE, teachers should deal with the incident in line with the school Safeguarding Children policy. It should be made clear that teachers can never offer unconditional confidentiality.

Parents' Right to Withdraw their Children

Parents will be informed of planned SRE sessions in curriculum forecast information sheets termly.

In Years 4, 5 and 6, parents will be informed by letter prior to teaching of SRE and invited to see the planned programme of learning for SRE including any videos and activities on offer before it is taught to the children. Parents have the right to withdraw their children from all or part of SRE sessions, except those elements taught as part of the National Curriculum Science. Any parent wishing to discuss this aspect of the curriculum in more detail should contact the Head teacher.

Links to other policies

Aspects of PSHE and SRE are reflected in others policies and guidelines including:

- Anti-Bullying
- Drug Education and the Management of Drug Related Incidents
- Child Protection
- Beliefs and Values policy
 - Assessment policy
 - Teaching and learning policy
 - British Values policy

