

Personal, Social and Health Education Policy

Rationale:

"The educational aim of the school is 'To Maximise Every Child's Full Potential' and prepare them for the opportunities, responsibilities and experiences of later life.

- to provide a caring, happy environment, where the children can develop their potential to the maximum.
- to help children develop lively, enquiring minds, the ability to question and argue rationally and apply themselves to tasks and physical skills.
- to help children acquire knowledge and skills to adapt in an ever changing world and which will be relevant to their future adult life.
- to help children understand the world in which they live and the interdependence of individuals, groups and nations.
- to help children to appreciate human achievements and aspirations.

At Fairway Primary School we consider the personal, social and health education of each child to be a priority and believe that a child who is competent in the skills associated with PSHE will be a happy and fulfilled child and adult.

Purposes:

We teach PSHE to develop the children's:

- self esteem, through learning to accept their own strengths and the strengths of their peers;
- awareness of their own feelings and behaviour, the environment and emotions;
- acceptance of their feelings and feelings of others;
- ability to resolve conflicts;
- problem solving skills, e.g. finding solutions for problems within the school and classroom organisation;
- ability to take responsibility, e.g. for having made a decision, for their own work and behaviour;
- values;
- group co-operation;
- ability to communicate in a clear way;
- fun and enjoyment.

Broad Guidelines:

Procedures: The whole school follows the PSHE policy. Teachers plan PSHE linked into the long, medium and short term plans as and when appropriate. They plan to teach a minimum of five lessons per term. There are specific procedures for some aspects of PSHE, such as Circle Time and Health Education. Parents/carers do not have to give a reason for the removal of their child from Sex Education lessons, or give an alternative arrangement.

Regulations: Elements of SEAL are taught either through Circle Time or during a separate PSHE lessons.

Practice: This policy reflects the current practice at Fairway Primary School.

Opportunities for integrating PSHE into the timetable are considered at the planning stage of each half term's work.

Lists: There is a list of the school's PSHE resources and the PSHE followed in each year of the school.

Advice: Advice can be sought from the PSHE Co-ordinators in the first instance, or from any member of the school's Senior Leadership Team.

Aims of Circle Time:

Circle Time encourages spiritual and moral development by providing opportunities to:

- discuss matters of personal concern;
- develop relationships with adults and peers;
- develop a sense of belonging and community;
- experience silence and reflection

The three main core themes are:

- **Health and wellbeing Education:**

Fairway Primary School will endeavour at all times to be a health promoting school.

Health Education should be taught through the curriculum, the hidden curriculum and beyond the school gates as well. Health Education forms part of our school's overall approach to PSHE.

In addition the following components of Health Education are covered and planned for:

1. substance use and misuse,
2. sex Education,
3. family life education,
4. safety,
5. health related exercise,
6. food and nutrition,
7. personal hygiene,
8. environmental aspects of Health Education,
9. psychological aspects of Health Education.

- **Living in the wider world-Economic wellbeing and being a responsible citizen:**

By the time children are ten years old, many have already developed their attitude towards authority, law, rules and each other (HES 1994). It is through PSHE that we hope to develop the skills, attitudes, knowledge, moral codes and values and spiritual, moral and social development of the child. Preparation for citizenship will take part in the form of areas of PSHE as well as more specifically for Year 6 children in the preparation for secondary schools, from the choosing stage, through to the interview, coping with the acceptance or rejection of themselves or their peers and finally preparing them for the next step in their education process.

- **Sex and Relationship Education:**

The DFES guidance states that:

3.3 'At primary school level sex and relationship education should contribute to the foundation of PHSE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of the body and describe how their bodies work;
- Can protect themselves and ask for help and support;
- Are prepared for puberty.

The teaching of sex and relationships is essential if young people are to make responsible and well informed decisions about their lives. The aim is to help and support young people through their physical, emotional and moral development, helping them to learn to respect themselves and others and move with confidence through adolescence into adulthood.

What is Sex and Relationship Education

It is the beginning of 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. As well as the understanding of reproduction including human reproduction. It does not promote sexual activity or sexual orientation.

Our Aims

- To help children understand the emotional and physical changes they will go through as they mature.
- Develop a positive respect for themselves.
- Develop an understanding of the moral values involved in being adult especially an awareness and tolerance of others leading to stable relationships.
- Learning respect for each other.
- Understanding their own emotions.
- Developing a sense of self-worth and the value of other people.
- Give the children the skills to recognize when they and others are at risk and to equip them with the skills, strategies and language they need to take appropriate action

Particular care and sensitivity is needed in matching teaching to the maturity and to the individual needs of the pupils. This may not always be adequately indicated by chronological age.

Parents/carers are invited to an information meeting; this is a chance to view the DVD, the literature and the school policy and to ask any questions. The programme is then delivered to Year 6.

Foundation Stage/ Key Stage 1 (Nursery, Reception, Years 1, 2)

In the early years of school, relationship education should focus on friendships, bullying and building of self-esteem. Sexual matters should be dealt with as they arise. Children as young as five have asked questions about how they began. Such questions should be answered sensitively paying due regard to the child's age and understanding. A new born baby into one of the families is a good opportunity to discuss birth and infant care. Children need to be aware of physical differences. There should be dolls of both sexes in the home corner. They need to be able to recognise and compare the main parts of the human body and that humans and animals produce offspring that grow into adults. They need to know that animals including humans, move, feed, grow, use their senses and reproduce.

Lower Key Stage 2 (Years 3, 4)

At this age children are becoming more aware of their bodies. It is appropriate to deal with sexual matters as they arise. Topics on animals and nature in general may include animal and plant reproduction and the incubation of eggs.

Upper Key Stage 2 (Years 5, 6)

By the time children leave primary school they should know the physical and emotional changes that will occur in both sexes over the next few years and have an understanding of human reproduction. Both sexes must be aware of the development of the other sex. Children should also be made aware that they will develop at different rates and start at different ages. The emphasis on specific sex and relationship education is included as part of a general topic on 'Health Education'. Children's questions should be dealt with appropriately and honestly.

Cross Curricular Links

The National Curriculum for Science states that children in Key Stage 2 should be taught that life processes common to humans and other animals include growth and reproduction; this being the main stages of the human life cycle.

PSHE guidance suggests that pupils should be taught about how the body changes as they approach puberty, to recognise how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. They are also taught to be aware of different types of relationship, including marriage and those between friends and families and to develop the skills to be effective in relationships. The Learning and Skills Act 2000 requires that young people learn about the nature of marriage and its importance for family life and bringing up children. The RE syllabus includes religious festivals celebrating family life and lifestyles that are influenced by religions or cultural beliefs.

Sensitive issues

Opportunity is provided for children to talk honestly and openly, but at the same time the programme respects the variable pace of children's maturity, so certain topics of a sensitive nature (e.g. abortion, homosexuality, S.T.Ds, H.I.V./A.I.D.S) are discussed only if they arise naturally, rather than as part of a planned programme. Teachers are expected to use their professional skills and discretion when answering children's questions. They may wish to refer children to their parents/carers or answer their questions individually at a later time. If a teacher is concerned or in any doubt he/she should consult with the Head Teacher or Chair of Governors. Should there be any disclosure or suspicion of abuse the School's Safeguarding and Child Protection Policy will be followed.

Confidentiality

Sex and health education lessons are taught in a sensitive manner and in confidence, whenever possible, but confidentiality cannot be guaranteed. If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates he/she may have been a victim of abuse. In these circumstances the teacher will, as a matter of extreme urgency, follow the procedures/ protocol laid down in the School's Safeguarding and Child Protection Policy. Where there is any concern that a child is at risk or in danger, appropriate action must be taken immediately, in line with the School's Safeguarding and Child Protection Policy and Procedures.

The role of parents and carers

We see parents/carers as key figures in helping children to cope with the physical and emotional aspects of growing up and preparing them for the challenges and responsibilities sexual maturity brings. We hope to build a positive and supporting relationship with parents/carers of children in our School through mutual understanding, trust and cooperation.

To achieve this objective we will:

- Inform parents/carers about the School's Sex and Relationship Policy.
- Answer any questions they may have regarding the sex and relationship education of their child.
- Invite parents/carers to school to look at the materials their child will use in their Sex and Relationship education.

- Consider carefully any issues that parents/carers raise with teachers or governors about this policy or the arrangements for teaching sex and relationship education.

Parents/carers have the right to withdraw their child from all or part of the sex and relationship programme, except for those parts included in the Statutory National Curriculum, after consultation with the Head Teacher. Parents/parents are asked to confirm this in writing.

The role of teaching staff

All teaching staff will deliver the sex and relationship programme through the PSHE curriculum and other curriculum areas, conducting all lessons in a sensitive manner and with confidence.

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents/carers are informed about our Sex and Relationship Policy, and that it is delivered effectively. Members of staff must be given sufficient training to teach this subject effectively and handle any difficult issues with sensitivity.

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