

KINGS COPSE PRIMARY SCHOOL

Personal, Social, Health and Economic (PSHE) education and Citizenship Policy (incorporating Sex and Relationships Education and Drugs Education Policies)

Personal, Social, Health and Economic (PSHE) education

Rationale

At Kings Copse Primary School, each child is valued as an individual. We believe PSHE can enable all children to become healthier, more independent and more responsible members of society. Through a broad and balanced curriculum we aim to provide children with the skills required to play a positive role in contributing to the life of the school and to the wider community in the future. Our PSHE curriculum helps children to develop their sense of self-worth, to understand their rights and responsibilities and to assist in their emotional and social development.

All children are entitled to receive sound information about keeping healthy and safe, emotionally and physically; they are also entitled to guidance regarding sex, relationships and drug use.

Purpose

- To nurture mutual trust, co-operation and respect between individuals and groups
- To develop understanding and tolerance
- To develop an awareness of social, economic, political and ecological issues
- To encourage the development of informed and responsible healthy life choices
- To foster self respect and develop self-esteem
- To prepare children for the opportunities, responsibilities and experiences of adult life
- To be aware of safety issues of everyday life
- To understand what makes for good relationships and learn to maintain good relationships
- To understand the range of feelings and how to express feelings in a constructive and positive manner

Approach

We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, circle time, investigations and problem solving activities. We encourage children to take part in a range of tasks that promote active citizenship, including school council, charity fundraising and the planning of special school events. We also give opportunities for children to be active members of our school community, through systems such as buddies and monitors. Children contribute to classroom rules and routines and – to support this – we invite visiting speakers, such as the school nurse, police, fire service and local clergy, to talk about their role in creating a positive and supportive local community.

At Kings Copse, we use the Hampshire Guidance for PSHE alongside SEAL (social and emotional aspects of learning), PATHs (promoting alternative thinking skills) and RRR (rights, respects and responsibilities). Teachers use a range of teaching approaches, including circle time and class discussion, imaginative writing, reflection, sharing and showing, role-play, drama and games, video clips, visits and visitors and structured group work.

We share information with parents through a termly curriculum newsletter which outlines the topic and the learning which will be planned for each curriculum area.

Assessment

At Kings Copse, teachers assess work in PSHE and citizenship by making informal judgements, as they observe them during lessons. The achievements of pupils in PSHE and citizenship are reported to parents each year in the annual report, and additionally through conversations at parents evenings in the autumn and spring term. Some children may have PSHE targets in individual education plans that are monitored and reviewed regularly.

Monitoring and Evaluation

PSHE is monitored by senior leaders through observations (both formal and informal), pupil interviews and book and planning scrutiny.

Equal Opportunities and Inclusion

We teach PSHE and citizenship to all children. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHE and citizenships targets.

Sex and Relationships Education

Rationale

We believe that sex and relationships education helps to support young people through their physical, emotional and moral development. It helps them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. We aim to provide a supportive learning environment in which pupils can develop their feelings and share their thoughts and begin to make responsible and well informed decisions.

Our Sex and Relationships curriculum is tailored to the age, physical and emotional maturity of the children. While reproduction (such as the lifecycle of a butterfly) and other aspects around sex are taught throughout the Science curriculum, specific Sex and Relationships lessons are used to deliver information about puberty and how a baby is born. Relationships education focuses upon friendship, bullying and self esteem. Children naturally have questions and these questions are answered with sensitivity.

Approach

Sex and Relationships is part of our Science and PSHE programmes. Teachers plan and liaise with other specialists, particularly our school nurse, to ensure our pupils receive an up to date and balanced programme. Any visitors invited to deliver a part of the programme will liaise with teaching staff to ensure guidelines are covered. Where aspects of puberty and sexual activity (including how babies are made and the birthing process) are introduced, parents are informed about this by letter. Parents are invited to speak with the teacher, as questions and have the opportunity to view any videos or other materials. Parents have the right to withdraw their children from all parts of the sex and relationship education provided in school. Parents are advised to discuss any issues related to this with the Headteacher.

Confidentiality and Child Protection

All staff members and external visitors, who work with our pupils on SRE will be given a copy of this policy and our School's Child Protection Policy. Our School Nurse is guided by the Fraser Guidelines, which provide guidance for health professionals. The Designated Safeguarding Lead staff will usually hold a discussion with any health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

We make clear to pupils what our procedures are with regard to confidentiality. When teaching SRE the children are given a small box in which children can place questions regarding any personal issue. The teachers will respond to these questions in a way that is age and stage appropriate and will always consult with the Headteacher for guidance on how to respond.

Drugs Education

Rationale

At Kings Copse we believe we have a moral and legal obligation to the children in our care to address issues around illegal substances and also medicines and 'over the counter' remedies.

Approach

In the Foundation Stage and KS1, children are introduced to ideas about how to keep healthy and the role of drugs as medicines. In KS2, children are made aware of the harmful effects on health resulting from an abuse of tobacco, alcohol and other drugs. All children have access to a planned programme of Drugs Education as the school believes it has a duty to inform and educate young people on the consequences of drug abuse and misuse. This is part of the curriculum for Personal, Social and Health Education and is linked with Science.

The programme is supported by involvement with the School Health Services and the Police Community Support Officer. The PCSO comes into school on a regular basis to talk to the children and about drug-related issues and personal safety.

**Policy agreed May 2017
This policy will be reviewed in May 2020**