



Personal, Social and Health Education (PSHE) and Citizenship Policy

Reviewed March 2023

Aims and Objectives

Personal, Social and Health Education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self worth. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of Personal, Social and Health Education and Citizenship are to enable the children to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage children to value themselves and others
- Know and understand what constitutes a safe and healthy lifestyle;
- Allow pupils to acknowledge and appreciate difference and diversity
- Be independent and responsible members of the school community and the community at large
- Develop self-confidence and self-esteem, and make informed choices; regarding personal and social issues
- Develop good relationships with other members of the school and safety within friendships in the wider community.
- Ensure we understand mental health and explore how we can look after ourselves.
- Have a basic knowledge of first aid.
- To create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Content

Relationships Education (KS 1 & 2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health Education (KS1&2: age 5-11 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

Non-Statutory Content: Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers
- Sex Education (*Year 6 Only – this is the only lesson that parents can withdraw their child from*).

Teaching and Learning Styles

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of activities that promote active Citizenship, e.g. charity fundraising, special assemblies or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that children are able to participate in discussions to resolve conflicts or set agreed classroom rules of behaviour.

P.S.H.E. and Citizenship Curriculum Planning

We teach P.S.H.E. and Citizenship in a variety of ways. It is mainly taught through the 'Social and Emotional Aspects of Learning (SEAL)' programme which supports and compliments the PSHE curriculum. This has been closely linked with the Science and R.E schemes of work so that there is consistency throughout all areas. We also develop P.S.H.E. and Citizenship through whole school events e.g. Assemblies, Children In Need, Harvest Festival, Red Nose Day. We offer residential visit the children in Year 6, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Foundation Stage

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'Understanding the World'.

Teaching PSHE and citizenship to children with Special Educational Needs

At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and

responding to each child's different needs, at Manor we use the adapted planning approach. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PSHE and citizenship.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Covid-19 considerations

As a school, we will ensure that we think carefully as to how we will address any issues that may have arisen due to the Covid-19 virus, social-distancing and lockdown. This may include anxiety, bereavement, returning to school transitions, family welfare difficulties that may affect the emotional wellbeing of the child etc.

Teachers will observe the children and not overlook issues that may need to be addressed. We will follow the view of not blaming children for their behaviour; instead, we will seek out ways to support them mentally and emotionally. As a school, we have adopted a positive mindset approach with positive behaviour patterns.

Drugs Education

A drug is "a substance people take to change the way they feel, think or behave". This term encompasses all prescribed and over-the counter medicines, all legal drugs such as alcohol, tobacco, volatile substances, and all illegal drugs covered by the Misuse of Drugs Act (1971).

We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our Drugs Education programme from 'The Christopher Winter Project' has the primary objective of helping children to become more confident and responsible young people. We teach children about the world of drugs and their use in society.

The objectives of our Drugs Education programme are:

- Heightened awareness of what goes onto and into their bodies.
- Understanding and working with children's views of their body systems and where substances go.
- Understanding that all medicines are drugs but not all drugs are medicines.
- Understanding of the rules of using medicines to prevent, recover from or control a health problem.
- Understanding that we all have a right of access to health care but also have responsibilities for staying healthy.
- Recognising that substances (whatever we put onto or into our bodies) affect our bodies.
- Understanding that some people need medicines at different times to help prevent or cure illnesses, and that some people may need medicines all the time in order to stay healthy.

- Wider understanding of the importance of the safe handling of medicines, and their role in this.
- Recognising they have a role in the 'getting better' process
- Categorising what goes into their bodies in different ways.
- Introducing the rules for finding syringes and needles.
- Understanding that medicines can make their bodies better but do this by learning what makes them feel good about themselves.

The Management of Drug Related incidents

Our schools have set procedures in place when dealing with drug related incidents. For procedures for responding to incidents involving drugs, unauthorised drugs and medical emergencies see appropriate policies.

The Management of Medicines in School

See children's individual care plan in front of class register and kept by SEN co-ordinator, Head and in the office. The care plan is drawn up/ reviewed by the Head, class teacher, SEN Co-ordinator, school nurse and parents to ensure it is appropriate and up to date. The care plan gives information on procedures and who can administer medication.

All medicines are kept in clearly labelled sealed containers in the child's class.

Any medication is to be administered by parents who come into school or by a designated member of staff. See care plan.

Epipen training is provided for all staff but only named staff can administer. See care plan. Medicines are regularly checked by parents for expiry dates as they are responsible for renewing and replacing.

Asthma - named pupils are kept in front of the class register and kept by SEN Co-ordinator, Head and the office. Asthma pumps move with children around school and are taken on trips out of school.

Guidelines for drugs in school are kept by the Head and the Special Educational Needs Co-ordinator.

Relationships, Sex and Health Education (RSHE)

We fully comply with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education, we have chosen to deliver further lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. We have based our school's Relationships, Sex and Health Education (RSHE) work on the Christopher Winter Project.

Aims and Objectives

We teach children about/to:

- Identifying their own physical growth and change.
- Extending the vocabulary relating to the human body.
- Introduce children to life cycles.
- Explore differences between male and female.
- Reflect on differences between male and female other than physical differences.

- Explain that a baby develops inside its mother's womb and that both the male and female sex parts are needed to make a baby.
- To reflect on their development from babies.
- Conception and the growth of a baby in the womb.
- That we grow and change, as do all living things.
- That some changes are social, that we become more independent and able to think about others as well as ourselves.
- Look at identity and self-esteem, and reinforce the belief that we are all special.

Context

While RSHE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach Relationships and Sex Education in the belief that:

- RSHE should be taught in the context of marriage and family life;
- RSHE is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others.
- It is important to build positive relationships with others, involving trust and respect.

Organisation

We teach RSHE through different aspects of the curriculum. While we carry out the main RSHE teaching in our P.S.H.E. and Citizenship curriculum, we also teach some RSHE through other subject areas, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. We arrange meetings for KS1 and KS2 parents/carers to view and discuss the Christopher Winter Project that cover these areas so they can see the lessons and resources in advance of their children.

In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth.

We arrange opportunities for parents and carers to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

The Role of Parents

The school is well aware that the primary role in children's Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSHE policy and practice;
- Answer any questions that parents may have about the Relationships and Sex Education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;

- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home.

From September 2020, parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum. In accordance with this, it is made clear to parents of Year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6.

If a parent wishes to withdraw their child from Sex Education, a consent letter will be sent out prior to the teaching of the lessons in which you will be able to withdraw your child.

The Role of the Head

It is the responsibility of the Head to ensure that both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively. It is also the Head's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head liaises with external agencies regarding the school RSHE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Head monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Spiritual Development

The following human capacities are frequently identified as contributing to Spiritual Development and are relevant to all children of any religious tradition or none:

- Reflecting on the meaning and purpose of our lives
- Ability to empathise
- Self-awareness
- Reflecting on personal experience and circumstances
- Developing a sense of identity and purpose
- Exercising imagination and creativity
- Appreciation of beauty and the natural world
- Ability to make choices in the light of possible consequences

We experience Spiritual Development through the dimensions of:

- Awe and wonder
- Deep feelings
- Curiosity and mystery
- A sense of belonging or well-being
- Prayer and worship
- A heightened sense of self-awareness

We will:

- Give children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on people's lives;
- Encourage children to explore and develop what animates themselves and others;

- Give children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- Develop a climate or ethos within which all children can grow and flourish, respect others and be respected;
- Accommodate difference and respecting the integrity of individuals;
- Promote teaching styles which:
 - Value children's questions and give them space for their own thoughts, ideas and concerns;
 - Enable children to make connections between aspects of their learning;
 - Encourage children to relate their learning to a wider frame of reference – for example, asking 'why', 'how' and 'where' as well as 'what'; and monitoring in simple, pragmatic ways, the success of what is provided.

Whole School Food Policy

The school recognises the important connection between a healthy diet and a child's ability to learn effectively and achieve high standards in school. The school also recognises the role it can play, as part of the larger community, to promote family health and an understanding of where their food comes from.

The school recognises that sharing food is a fundamental experience for all people, a primary way to nurture and celebrate our cultural diversity and an excellent bridge for building friendships and inter-generational bonds.

Our main aim is to improve the health of the entire community by teaching children and families' ways to establish and maintain life-long healthy eating habits. This will be accomplished through food education and skills (such as cooking and growing food), the food served in schools and the lesson content in the classroom.

We will endeavour:

- To improve the health of the children, staff and their families by helping to influence their eating habits through increasing their knowledge and awareness of food issues.
- To increase the children's knowledge of food production, manufacturing, distribution and marketing practices and their impact on both health and the environment.
- To ensure the children are well nourished at school and that every child has access to safe, tasty and nutritious food.
- To ensure access to a safe easily available water supply during the school day.
- To ensure that food provision in the school reflects the ethical and medical requirements of staff and children e.g. religious, ethnic, vegetarian, vegan, halal, medical and allergenic needs.
- To make the provision and consumption of food an enjoyable and safe experience.
- To introduce and promote practices within the school to reinforce these aims and to remove or discourage practices that negate them.
- To integrate these aims into all aspects of school life, in particular food provision within the school, the curriculum and pastoral and social activities.

We will work towards ensuring that this policy is both accepted and embraced by: Governors, school management, teachers and support staff, children, parents, food providers and the school's wider community.

The Co-ordinator, along with the whole school will:

- Establish an effective structure to oversee the development, implementation and monitoring of this policy and to encourage a participatory approach to meeting the objectives.

- Develop an understanding and ethos within the school of safe, tasty, nutritious, environmentally sustainable food, through both education and example.
- Create an environment, both physical and social, conducive to the enjoyment of safe, tasty, nutritious, environmentally sustainable food.
- Help to raise awareness of where their food comes from.
- Promote healthy eating through raising its profile through food technology activities from Nursery to Year 6.

School Council

The School Council meets on a regular basis with the Head Teacher and any issues that arise are discussed with the Senior Leadership Team and then with the whole school as appropriate via business meetings.

The School Council is made up of representatives from each class and are voted for by their class peers.

Inclusion

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Assessment and Record Keeping

Teachers assess the children's work in PSHE and Citizenship by making informal judgements as they observe them during lessons. We have clear learning objectives within lessons.

Resources

We keep resources for PSHE and Citizenship integrated throughout the school. Our PSHE and Citizenship co-ordinator holds a selection of reference materials for teaching specific and sensitive issues.

Monitoring and Review

The PSHE and Citizenship Co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The Co-ordinator supports colleagues in the teaching of PSHE and Citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The Co-ordinator is also responsible for giving the Head termly reports, indicating areas for future development. We

allocate Non Contact Time for our Co-ordinator to enable them to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Confidentiality

Teachers conduct their lessons in a sensitive and caring manner. If a child indicates that they may have been a victim of any form of abuse, the teacher will immediately submit the conversation on My Concern and ensure that the Designated Safeguard Lead (DSL) has been made aware.

Teachers cannot and should not promise total confidentiality. Every effort will be made to secure the pupils agreement to the way in which the school intends to deal with any given situation/ use any sensitive information.

(See Confidentiality and Child Protection Policies)