

Hedon Primary School

PSHE and Citizenship Policy

(including Sex Education)

Approved by committee 13th May 2014

Approved by full governors 19th June 2014

Reviewed 28th June 2016 , 7th November 2017

Aims

In our school we focus on ‘promoting the individual, their rights and responsibilities’. We value ‘the feelings, ideas and interests of all members of our school community’ and ‘all children have opportunities to become involved in class discussion making’ particularly through discussions during ‘circle time’. Within our curriculum PSHE is an important integral part of all areas of learning.

Our broad aims, following the non-statutory guidelines of the National Curriculum are as follows;

- To develop confidence and responsibility and make the most of their abilities
- To prepare to play an active role as citizens
- To develop a healthy, safer lifestyle
- To develop good relationships and respect the differences between people
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Rationale

The importance of Personal Social and Health Education and Citizenship

Personal, Social and Health Education (PSHE) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life learning.

The Framework for PSHE

The knowledge, skills and understanding to be taught in 4 interrelated sections:

1. Developing confidence and responsibility and making the most of pupils’ abilities
2. Preparing to play an active role as citizens
3. Developing healthy, safer lifestyle
4. Developing good relationships and respecting the differences between people

Forms of Curriculum Provision

PSHE and Citizenship cannot always be confined to specific timetabled time.

At Hedon Primary School PSHE and Citizenship is delivered within a whole school approach which includes;

- Discrete curriculum time
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas
- Through PSHE and Citizenship activities and school events
- Through pastoral care and guidance

(See Appendix 1)

Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson. All teachers are encouraged are encourage to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification

- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- SEAL
- Circle Time
- School Council (preparatory activities)
- Drama and role-play

Assessment, Recording and Reporting

Assessment in PSHE and Citizenship at Hedon Primary School does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties. A record of children's progress and portfolios of work are kept to provide evidence for reports to parents that include their child's awareness of topical events, exercise of responsibility and contribution to the life of school.

In PSHE and Citizenship there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships.
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5.0 Role of PSHE Co-ordinator

The Coordinator will:

- Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- Establish a shared view of best practice to which all pupils are entitled
- Lead policy development
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- Provide appropriate support and training for staff
- Monitor and evaluate the programme, include the use of outside agencies, and pupil's responses to the programme
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- Attend relevant LA courses and network meetings
- Order and monitor resources

Sex and Relationship Education

In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. It is about understanding 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. Sex and relationship education forms part of the PSHE curriculum at Hedon Primary School; it is used as a vehicle for informing children about sexual issues, teaching is delivered with due regard for issues of morality and individual responsibility and in a way that allows children to ask and explore moral questions. **Sex and relationship education is not used as a means of promoting any form of sexual orientation. All healthy relationships will be included in the curriculum in accordance with the Equality Act with a focus on love and support with a relationship and/or family rather than composition of said family.**

Aims

Sex and relationship education is an integral part of PSHE. It promotes children's self-esteem and emotional well-being and aims to help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school and in the community. Our programme aims to

- Complement and support the work of parents
- Prepare pupils to cope with the physical and emotional challenges of growing up
- Support the personal and social development of all pupils

- Offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved
- Develop confidence in listening to discussion, thinking and talking about feelings and relationships
- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the children
- Encourage the exploration and clarification of values and the development of positive values
- Educate for life and living, preparing individuals to be responsible citizens

Objectives

- To create a programme for progressive and differentiated learning which caters to pupils' needs and is sensitive to individuals and groups (see Appendix 4)
- To develop communication and social skills, including being able to ask for help and support
- To respect the family as the context for procreation, growth and maturing
- To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for parts of the body and encourage positive attitudes all bodily functions
- To generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment
- To counteract misunderstandings of how the body functions
- To enable pupils to accept variation in rates of growth and development (physical, emotional and social) and in ages when puberty or sexual activities commence
- To provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes
- To recognise the value of loving and caring relationships

Related Curriculum Areas

- **Foundation - Early Years Foundation Stage (EYFS)**
 - Personal, Social and Emotional Development (PSED); which includes key areas of myself, relationships, self care and behaviour.
- **KS1 - Science**
 - **Life Processes and Living Things**
 - that animals, including humans, move, feed, grow, use their senses and reproduce
 - **Humans and other animals**
 - to recognise and compare the main external parts of the bodies of humans and other animals
 - that humans and other animals produce offspring and that these offspring grow into adults
- **KS2 – Science**
 - **Life Processes and Living Things**
 - that the life processes common to humans and other animals include nutrition, movement, growth and reproduction
 - that the life processes common to plants include growth, nutrition and reproduction
 - **Humans and Other Animals**
 - About the main stages of the human life cycle
 - about the parts of the flower [for example, stigma, stamen, petal, sepal] and their role in the life cycle of flowering plants, including pollination, seed formation, seed dispersal and germination
- **Upper KS2 - Discrete provision**
 - Year 5 – Local health authority nurses come in to school to discuss puberty with girls only, due to the fact that girls in general begin puberty earlier than boys.
 - Year 6 – Local health authority nurses support ‘growing up’ talks and the use of educational DVDs. These are delivered separately to boys and girls. Permission is sought from parent/carers and they are welcome to attend the talks along with their child and watch the DVD in advance.
 - In the case of a young person questioning their gender identity, a conversation must be had with the young person to ensure they receive appropriate education in a sensitive manner.

6.4 Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Co-ordinator or Emotional Literacy Support Assistant (ELSA) for support. (see Appendix 2)

Provision for SEN

At Hedon Primary School we plan for the needs of all children throughout the curriculum including PSHE and Citizenship. (see Appendix 4)

Use of Visitors

Hedon Primary School is working with local partners and agencies to develop PSHE and Citizenship, including emotional health, sex and relationship education, drug education, safety, healthy eating and physical activity. “A growing number of community based agencies, including the police, drugs services, theatre education groups, peer education projects and youth services are actively involved in drugs education in schools.

There are opportunities to use community based agencies in schools in order to accelerate the development programmes and policies. **Careful consideration needs to be given to issues of content, co-ordination and consistency:** external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools”. – *Guidance on good practice, DPI – Home Office (1998)*

At Hedon Primary School all community based agencies that visit to provide curriculum support, are expected to follow a code of conduct by:

- Being willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.
- Familiarising themselves with the school’s aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seeking to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- Making clear to children who they are, who they represent and what they are offering to children.
- Developing ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert young people.

Prior to agencies attending the school, relevant staff to ensure that:

- Checks have been made with the LA
- Their input is integrated within a planned programme
- Appropriate planning sheets/lesson plans have been produced
- School/class background information has been issued
- Resources have been checked for suitability
- Confirmation of dates and times have been confirmed in writing
- An evaluation process has been agreed

Appendix 1

Discrete Provision

This could include separately planned curriculum time with themes such as ‘my family’ or ‘using our money’ or a focus on discussion through circle time or playing games together. This approach has the advantages of enabling clear planning for identifiable provision and easier monitoring.

It will also involve the use of SEAL; 6 themes delivered separately through the year.

Autumn Term

- *Theme 1:* New Beginnings
- *Theme 2:* Getting on and Falling Out
- *Theme 3:* Say no to Bullying

Spring Term

- *Theme 4:* Going for Goals
- *Theme 5:* Good to be Me

Summer Term

- *Theme 6:* Relationships
- *Theme 7:* Changes

There is a supporting Silver SEAL package which is aimed at small group interventions to work alongside the 7 main themes.

Provision through teaching and learning in other subjects/curriculum areas

Provision for some aspects of PSHE and Citizenship could be made through other subjects including RE.

Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study including through the use of SEAL.

- *English:* skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- *Mathematics:* aspects of financial capability, counting and sharing
- *Science:* (including medicines), sex, health, safety and the environment.
- *Design & Technology:* health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- *Computing:* communicating with others via e-mail, finding information on the internet and checking its relevance.
- *History:* use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- *Geography:* topical issues concerning environment, sustainable development, land use, study of pupils’ own locality and places in different parts of the world, including less economically developed countries.
- *Art & Design:* reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- *Music:* making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- *Physical Education:* teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- *RE:* religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships

PSHE and Citizenship Activities and School Events

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. The links between PSHE and Citizenship and pastoral care and guidance’s are important. Where children are taught largely by a class teacher, these links may occur naturally, but the role of other staff is also important.

Appendix 2

Assessing, recording and reporting PSHE

a) Assessing

Assessment is as central to personal and social development as it is to any other learning process. Baseline assessment, with regular reflection on personal experiences, provides information which can be indicative of pupils' progress and achievement.

The central role of self-assessment

The individual's feelings and responses must always be respected. In the past, schools have been reluctant to introduce assessment in PSHE in case pupils are deemed to 'fail as people'. Sensitive teachers understand that some aspects of personal and social development are not linear, for example, self-esteem can rise and fall through the influence of events at any stage of life.

- Any judgement about self-worth has to be made by the individual. It should be their decision whether they share it with others.
- Unlike knowledge and skills, it is inappropriate to assess pupils' values. However, pupils should be encouraged to reflect on how their personal values relate to those of the school and society, and on the consequences of challenging these values.

Assessment, therefore, should allow the learner to:

- Pose the questions
- Make the judgement in the light of the evidence of his/her current strengths and needs
- Reconsider and plan in terms of his/her growth and development.

This will have a positive impact on a pupil's self-awareness and self-esteem.

Self-assessment can be influenced by the view of others. Information from a range of sources will help pupils to see themselves through the eyes of other people.

What can be assessed?

- Factual knowledge and understanding, knowledge of facts (the effects of drugs, why hygiene is important, where support and help can be found) is the least difficult aspect of personal and social development to assess. Non-threatening approaches using quizzes, word searches, and games work best. Understanding and being able to apply knowledge may be observed and assessed in real or simulated experiences e.g. during the planning of projects or in role-play.
- Personal and social skills, schools must ensure that pupils have had opportunities to learn and practise these. They can be assessed in real or simulated activities.

Who can be involved in assessing skill level and progress?

- Individuals themselves, their peers and Teachers and Teaching Assistants

Recording

Evidence of personal and social learning and development can come from:

- Self-assessment
- Peers
- The group
- Teacher
- Teacher and pupil
- Teaching Assistants
- Other adults
- Documentation

Setting personal goals and action plans

Pupils need a chance to reflect on what they have achieved as a result of all the different experiences which have had an impact on their personal and social learning. They can identify areas for development. This process of personal goal setting and action planning is normally carried out in discussion with Class Teachers or Teaching Assistants, and is essential to raising levels of achievement and encouraging pupils to take more responsibility for their own learning.

Reporting

Schools are required to keep records on all aspects of pupils' development, so it is appropriate for the pupils' annual school report to include a commentary on personal and social learning in the same manner as academic reporting. Teachers should negotiate statements from the earliest years, with pupils taking increasing responsibility for them as they become older.

Appendix 3

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE and Citizenship. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground Rules and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter of fact way and ensuring pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Designated Safeguarding Lead (Mrs Barnett) or Deputy Safeguarding Lead (Miss Baker, Miss Ellis or Mr Johnson) should be informed and the usual child protection procedures followed (See Child Protection Policy and Guidance for further information).

A teacher may decline to teach aspects of the curriculum relating to sex education on the basis of religious or cultural beliefs. An alternative teacher will teach the class. This situation will be handled sensitively to protect the confidentiality if the teacher who does not wish to teach this subject.

Appendix 4

Responding to Pupils' Needs when Teaching PSHE and Citizenship

The importance of PSHE and Citizenship to pupils with learning difficulties:

Learning PSHE and Citizenship help all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

In particular, PSHE and Citizenship offer pupils with learning difficulties opportunities to:

- Make choices and decisions
- Develop autonomy by having a degree of responsibility and control over their lives
- Make a difference or make changes by their individual or collective actions
- Find out that there are different viewpoints which lead to a respect for the opinions of others.

In response to these opportunities, pupils can make progress in PSHE and Citizenship by:

- Moving from contact with others in class and school community involvement
- Developing greater control and choice
- Adapting to change as they grow and develop, physically and emotionally
- Moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view)
- Moving from an immediate time perspective to thinking about the future and reflecting on the past, *for example, how tackling things differently could lead to different outcomes.*

Modifying the PSHE framework and Citizenship programmes of study:

The statutory inclusion statement of the National curriculum requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage. The framework for PSHE is non-statutory at all key stages. Citizenship is non-statutory at key stages 1 and 2. Staff should teach knowledge, skills and understanding in ways that match and challenge pupils' abilities.

Staff can modify the PSHE framework and Citizenship programmes of study for pupils with learning difficulties by:

- Choosing material from an earlier key , or more than one key stage
- Maintaining, consolidating, reinforcing and generalising previous learning, as well as introducing new knowledge, skills and understanding
- Using the non-statutory framework for PSHE and the programmes of study for Citizenship as a resource or to provide a context for planning and learning which is appropriate to the age and needs of pupils
- Focusing on one aspect or a limited number of aspects of the age-related guidelines and programmes of study.

Developing confidence and responsibility and making the most of their abilities relates to pupils':

- Self-concept and self-awareness; the development of a sense of their own identity as a separate and distinct person which is mainly developed through interaction with familiar people and the environment
- Self-esteem: the value that pupils' place on themselves which is greatly influenced by the way others behave towards them. The approach of staff in valuing and respecting all pupils is therefore crucial, particularly as some pupils may have low self-esteem or a poor self-image, and may see themselves as different
- Self-knowledge: thinking about themselves and getting to know their own likes and dislikes, strengths and weaknesses. Some pupils with learning difficulties may be dependent on staff to help them interpret their preferences.

Teaching this aspect across the key stages can help pupils to :

- Develop a positive self-image
- Explore, express and communicate their needs, feelings and opinions
- Take responsibility for themselves and their belongings (initially in the classroom, in school, outside school and, later, further afield).

Developing a healthy lifestyle (PSHE):

Developing a healthy, safer lifestyle starts with a basic awareness of the body and in daily personal care routines. Pupils may be dependent on others for their health and safety and need to have some control and autonomy within safe parameters.

Teaching this aspect across the key stages can help pupils to:

- Learn about the need for personal hygiene, take part in and maintain personal hygiene routines
- Develop body gender awareness

- Know when they can and should give their permission and when to withhold their permission, *for example, to communicate ‘no’*.

Developing good relationships and respecting the differences between people (PSHE)

Developing good relationships and respecting differences between people begins with awareness of, response to, and interaction with, familiar and unfamiliar people and staff who are positive role models.

Teaching this aspect across key stages can help pupils to:

- Develop and experience a range of relationships
- Recognise and understand different types of relationships

Sex and Relationship Education

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things which other pupils learn incidentally, *for example, what being ‘private’ actually means*. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to informed, positive decisions about their own relationships and lives, and about their own safety.

Improving access to the PSHE curriculum

Staff can make PSHE more accessible by focusing on the senses. They can improve access by:

- Using materials and resources that pupils can understand through sight, touch, sound, taste or smell
- Organising a range of activities to compensate for a lack of first hand experiences, *for example, decision-making scenarios on CD-ROM*
- Giving first-hand and direct experiences through play, visits, drama or puppets

Staff can also improve access by:

- Using ICT, visual and other materials to increase pupils’ knowledge of their personal surroundings and the wider world, *for example, through stories*
- Using specialist aids and equipment, adapting tasks or environments, or providing alternative activities, where necessary
- Encouraging support from adults or other pupils, whilst giving pupils space and freedom to do things for themselves and allowing time to respond. Pupils with learning difficulties are often dependent on the consistent and sensitive responses and support of staff to ensure proper access to learning opportunities
- Being aware of the pace at which pupils work and of the physical effort required
- Balancing consistency and challenge, according to individual needs
- Giving opportunities to make choices and have control in all activities.

Teaching PSHE and Citizenship can help pupils develop broader communication and literacy skills through encouraging interaction with other pupils as well as staff. With some pupils, communication and literacy skills will develop as they use a range of visual, written and tactile materials, *for example, large print, symbols and symbol text*. These skills also develop as pupils use ICT and other technological aids. Other pupils’ skills develop as they use alternative and augmentative communication, *for example, body movements, eye gaze, facial expressions and gestures including pointing and signing*.