

Sir John Barrow Primary School

Personal, Social, Health and Economic Education Policy (incorporating Sex, Relationships and Education (SRE))

"PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society." The PSHE Association

In September 2013, the DfE published a new National Curriculum. Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

PSHE (like SMSC) is embedded throughout daily life at Sir John Barrow School. We model positive relationships, self-image and communication skills with others in all our day-to-day interactions, as well as teaching skills explicitly in Circle Time and in P.S.H.E. lessons.

Overview

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. Citizenship continues to be a non-statutory requirement in Primary schools.

Framework

In absence of a new programme of study, Sir John Barrow Primary School has decided to adopt the programme of study developed by the PSHE association. <http://www.pshe-association.org.uk/uploads/media/27/7851.pdf>

This programme of study is based on three core themes within which there will be a broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development and should be read in conjunction with these.

Our programme of study for the teaching of PSHE is included below.

Aims

The programme of study will continue to be an integral part of the school curriculum and should always be taught in a sensitive manner appropriate to the needs of the individual child. It should be developed as a natural part of the pupils exploring feelings about themselves and others, and their place in the family and wider community. It will be taught in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant information
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes and beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Key roles and responsibilities

The PSHE co-ordinator is responsible, in consultation with all class teachers, for planning, running and evaluating the effectiveness of the programme. The coordinator is responsible for keeping the Head Teacher and Governors informed.

Learning and Teaching

A variety of teaching and learning styles will be used when delivering PSHE and Citizenship. These may include: discussion, videos, and stories. Resources and strategies such as SEAL and circle time will also be regularly used.

It is important to set the appropriate climate for learning by encouraging active participation, asking the children open ended questions and encouraging them to ask open ended questions of each other.

PSHE is integrated into the new Primary Curriculum and topics are covered at least once, but most of the topics are covered several times. However, each time a topic is covered the class teacher will ensure it is appropriate to the child's age, maturity and ability.

Assessment

There are no attainment targets for PSHE education. Teachers assess the children by making informal judgements as they observe them during lessons. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Our celebration assemblies celebrate personal achievement and rewards thoughtful, caring behaviour.

SEN and Learning for all

All pupils receive support appropriate to their needs. This is achieved within the classroom through the teacher knowing their pupils and planning accordingly. Significant consideration is given to the needs of the higher attaining pupils and children who need more support.

Use of visitors and wider school community

Where appropriate, the school nurse, or other visitors will be used. Their input will be planned and delivered in conjunction with the class teacher. The learning environment extends beyond the classroom and to be more effective, will reflect and be responsive to the needs of the wider community. In year 6, children attend the Young Citizens event in Barrow, where they experience a wide range of activities centred around child safety.

Parents/carers

Parents are informed of the curriculum through publication on the school website and, where relevant, through additional communication. Annual reports to parents include a general comment on PSHE and Citizenship. We welcome the contribution parents can make, most importantly by supporting their children at home. Any parent can approach the school for further help in matters related to the PSHE programme and their child.

Involvement of children

Positive relationships amongst children are encouraged through the curriculum, based on skills of co-operation, listening, sharing, negotiation and conflict resolution. Circle time plays an important role in this area and is used throughout the school. Elected representatives of each year group attend a school council. The children have an opportunity to explore and discuss issues, share roles of responsibility and take part in systems and conventions that reflect the wider society. The school employs a PSHE specialist teacher to address relevant issues as and when they arise.

Monitoring and review

The Head Teacher and PSHE leader are responsible for monitoring the standards of children's work and the quality of teaching and learning. The Head Teacher and subject leader support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject

in the school and relevant training. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Written by: Alex Robinson, SENCO. Next Review Date: November 2017

Curriculum Map for PSHE/SRE and British Values

Core Theme 1: Health and wellbeing

Suggested Programme of Study for Health and wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, such as puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Core Theme 2: Relationships

Suggested Programme of Study for Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Suggested Programme of Study for living in the wider world

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

	Autumn term	Spring term	Summer term
R	<p>Health and wellbeing</p> <p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health • to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences • to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals • about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings 	<p>Living in the wider world</p> <p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • to help construct, and agree to follow, group and class rules and to understand how these rules help them. 	<p>Relationships</p> <p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • to communicate their feelings to others, to recognise how others show feelings and how to respond • to recognise how their behaviour affects other people • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • to recognise what is fair and unfair, kind and unkind, what is right and wrong

Y1

Health and wellbeing

Pupils should have the opportunity to learn:

- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- the importance of and how to maintain personal hygiene
- how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
- about the process of growing from young to old and how people's needs change
- about growing and changing and new opportunities and responsibilities that increasing independence may bring

Living in the wider world

Pupils should have the opportunity to learn:

- that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).
- that they belong to various groups and communities such as family and school.

Relationships

Pupils should have the opportunity to learn:

- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to offer constructive support and feedback to others
- to identify and respect the differences and similarities between people
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another

Y2

Health and wellbeing

Pupils should have the opportunity to learn:

- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- that household products, including medicines, can be harmful if not used properly
- rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

Living in the wider world

Pupils should have the opportunity to learn:

- what improves and harms their local, natural and built environments and about some of the ways people look after them.
- that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
- about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.

Relationships

Pupils should have the opportunity to learn:

- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- that there are different types of teasing and bullying, that these are wrong and unacceptable
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Y3

Health and wellbeing

Building on Key Stage 1, pupils should have the opportunity to learn:

- what positively and negatively affects their physical, mental and emotional health (including the media)
- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

Living in the wider world

Building on Key Stage 1, pupils should have the opportunity to learn:

- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities

Relationships

Building on Key Stage 1, pupils should have the opportunity to learn:

- to recognize and respond appropriately to a wider range of feelings in others
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.

Y4

Health and wellbeing

- to differentiate between the terms, 'risk', 'danger' and 'hazard'
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- that bacteria and viruses can affect health and that following simple routines can reduce their spread
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- how their body will change as they approach and move through puberty

Living in the wider world

- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- what being part of a community means, and about the varied institutions that support communities locally and nationally
- to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- that their actions affect themselves and others
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

Y5

Health and wellbeing

- school rules about health and safety, basic emergency aid procedures, where and how to get help
- what is meant by the term 'habit' and why habits can be hard to change
- which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
- how their body will change as they approach and move through puberty including periods
- to recognise how images in the media do not always reflect reality and can affect how people feel about themselves

Living in the wider world

- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- to think about the lives of people living in other places, and people with different values and customs
- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

Relationships

- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- to work collaboratively towards shared goals
- to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

Y6

Health and wellbeing

- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- about human reproduction
- strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)
- the importance of protecting personal information, including passwords, addresses and images
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people

Living in the wider world

- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- about enterprise and the skills that make someone 'enterprising'
- to explore and critique how the media present information

Relationships

- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- to recognise and manage 'dares'
- to recognise and challenge stereotypes