



ST PAUL'S CRAY CE PRIMARY SCHOOL

Personal Social Health Education and Citizenship

PSHEC Policy

Policy Review

The policy is to be reviewed regularly by the subject co-ordinator, Head Teacher and governors.



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St Pauls Cray Primary School - Policy for Personal, Social, Health Education and Citizenship (PSHEC)

“PSHE and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.” (National Curriculum 2000)

Overview of Recent Government Advice

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PHSE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government’s PHSE education review of PHSE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that ‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. The review also detailed:

“PSHE remains an important and necessary part of all pupils’ education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum” (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

Introduction to PHSEC at St Paul’s Cray CE Primary School

At St Paul’s Cray CE Primary School, we believe that the development of skills and understanding in the area of PSHEC is critical in allowing pupils to develop happy and healthy lifestyles. The school teaches these skills through a cross-curricular approach. The curriculum includes weekly circle time sessions and themed assemblies both of which are based on SEAL. It also includes visits (such as to the life bus) and visitors (such as the school nurse, the dietician and Police and Fire services), special weeks such as Friendship Week and it underpins the daily interactions across the whole school at all times.

This policy incorporates the Sex and Relationships (SRE), Drug Education and anti-bullying Policies for the school.

Our current school policy therefore reflects existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **Preventing and Tackling Bullying** (Preventing and tackling bullying, July 2013), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, September 2012), **Safeguarding and Keeping Children Safe** (March 2013) and **Equality** (Equality Act 2010, revised 2013).

Copies of these documents are kept on the school’s network for access by the head teacher, staff and governors.

Aims of the PHSEC Policy

PSHEC in our school reflects the positive school ethos and demonstrates and encourages children to achieve the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions – recognising that there is a choice to make between right and wrong.
- Responsibility for their relationships with family, friends, school and wider community.

PSHEC aims to provide pupils with effective strategies for tackling the many spiritual, moral, social and cultural issues that are part of growing up.

The School Curriculum

Across the Foundation Stage and Key Stages 1 and 2, the children are taught to develop a range of skills. The school uses the Jigsaw Scheme of Work as a basis for discussion and class work. The Jigsaw PSHE scheme supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- To have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond and challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

The Jigsaw scheme is made up of half termly 'Puzzle Piece' units which help pupils to build the necessary skills to develop as an individual. Each year group studies the same unit at the same point in the year and therefore pupils are able to build on work learnt previously. The Jigsaw content is arranged as follows:

Term	Puzzle Name/Unit	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising learning charters.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work. **See also separate school SRE policy.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2	Changing Me	Includes SRE in the context of looking at change. **The school's own SRE policy gives specific guidance on the teaching of this material and staff in years R – 4 do not teach SRE unless related to changes in the world around the pupils and changes happening in the pupils' lives such as moving to a new class or changes in skills and abilities.

Drug and Alcohol Education

Through our PSHEC curriculum we aim to:

- Promote positive attitudes towards healthy lifestyles.
- Provide accurate information about substances.
- Increase pupils' understanding about the implications and possible consequences of the use and misuse of substances. (The school nurse talks about safety with regard to medicines)
- To seek to minimise the risks of substances to pupil.

The Jigsaw content appears as detailed below, however staff use their professional judgement about what they think is age appropriate to teach. Staff are advised to check with the head teacher or their key stage phase leader before discussing content relating to these topics if they are unsure about any of the material.

Year Group	Piece Number and Name	Learning Intentions
2	Piece 3 Medicine and Safety	To understand how medicines work in the body. To feel positive about caring for my body and keeping it healthy.
3	Piece 3 Medicine and Safety	To tell you my knowledge and attitude towards drugs. To identify how I feel towards drugs.
4	Piece 3 Smoking Piece 4 Alcohol	To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. To understand the facts about alcohol and its effects on health, particularly the liver. To resist pressure from myself and others.
5	Piece 1 Smoking Piece 2 Alcohol	To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. To know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and heart. To make an informed decision about whether or not I choose to smoke or drink and know how to resist pressure.
6	Piece 2 Drugs Piece 3 Alcohol	To know about the different types of drugs and their uses and effects on the body. To be motivated to find ways to be happy and cope with life's situations without using drugs. To evaluate when alcohol is being used responsibly, anti-socially or being misused. To tell you how I feel about using alcohol when I am older and my reasons for this.

Year 6 additionally receive a session in the London Borough of Bromley's Life Bus, where peer pressure and healthy lifestyle choices are discussed.

The school is a no-smoking site.

Medicines are only given on site when the medication is prescribed by a doctor and the parent has signed a consent form. Medicines that have to be taken twice a day are not administered at school. Non-prescription medicine will not be given at school by a member of staff.

Sex and Relationships Education (SRE)

**** Please refer to the school's updated SRE policy for further information**

SRE is lifelong learning about physical, moral and emotional development. We aim to prepare our pupils to cope with the sensitive issues of the physical and emotional challenges they encounter while growing up.

We aim to ensure that through their time at our school, all children will get the opportunity to:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Name parts of the body and describe how their bodies work.
- Learn about how to protect themselves and ask for help and support.
- Be prepared for puberty.

The school nurse delivers a sex and relationships education programme which is age appropriate for our pupils. The service provided by Bromley Healthcare has this year been cut, but the school is still in contact with members from this team and it is hoped that a school nurse will be available each year to continue this provision.

In Year 6 the children are shown the Channel 4 'Living and Growing' video. Boys and girls are shown this together and then girls are spoken to separately regarding menstruation. Parents are informed about the programme and given the right to withdraw their child if they wish to (although we recommend that all children are present as far as possible.) The school nurse also sends information leaflets home.

KS1 and KS2 have in the past received talks in age appropriate workshops run by NSPCC, to inform them about caring for and respecting their bodies. The aims of the assemblies are also to make children aware of parts of their bodies which should be private. Content for these talks is approved by the head teacher prior to the sessions.

Throughout their school years, children are taught about personal safety and time is given to reflect on family relationships and friendships. The Foundation Stage focus on an All about Me topic, including learning about our bodies, feelings, families and healthy living.

Importance is also given to hygiene and maintaining good health throughout the curriculum from Foundation to Year 6. Children learn about friendships, feelings, changes as we grow and life cycles. The Nursery children are involved in a tooth brushing scheme which aims to improve the dental hygiene of our children and help to make themselves and their parents aware of the importance of tooth brushing at an early age.

Withdrawal from SRE Lessons

Parents/carers have the right to withdraw their children from all or part of the SRE Education provided in years 5 and 6 except for those parts included in statutory National Curriculum Science. Parents/carers are invited in by the school to view video material prior to class discussions. Parents/carers with any concerns are invited to speak to the head teacher or to family worker staff to discuss worries and the impact removing their child from sessions may have. If a child is removed from SRE sessions, that pupil can only join back in again until after the request for withdrawal has been removed.

Working with Parents and Carers

The government guidance on SRE (DfE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside the National Curriculum. Parents have the legal right to see the school's SRE policy and to be given a copy of it (available on request from the head teacher).

It is important to note that parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. In these incidences staff use their judgement in responding appropriately to the children. At the beginning of the academic year, the school's SRE and PHSE policies are introduced so that new staff are aware of the school's stance on this.

PHSEC for all – Organisation of Provision in School

Citizenship

- This forms part of our PSHEC curriculum. We aim to provide children with opportunities to:
- Talk about and consider topics and issues, including moral and social dilemmas with others.
- Begin to show some understanding of simple citizenship concepts such as right and wrong, fairness, rules and values.
- Express their own views and respect the views of others.
- Make real choices and know who to ask for help from.
- Meet and talk with different adults from the community such as the school nurse, police officer, dentist etc.
- Join in with the school council – providing a voice for their class and putting over the views of their peers.

Differentiation/SEND

Teachers tailor lessons to adapt to the needs of their class. Many activities allow children to choose how far they wish to take ideas. Pupils work in trusting, caring environments and it is their choice whether or not to speak as part of a discussion and can say as much/little as they feel comfortable with saying. To further help differentiate for children in classes with special educational needs, each Jigsaw unit includes a P-Level grid with suggested activities.

Higher Achievers and Talented Learners

A main aim of work during PHSEC lesson times is to enable the pupils to become resilient and independent learners. At St Paul's Cray we aim to develop the self-confidence and self-esteem of pupils so that they can achieve to the best of their abilities. Dedicated PHSEC lesson time is therefore an important part of this process.

High achieving pupils and talented learners are identified as pupils who have exceptional abilities in one or more subject areas.

PHSEC sessions are a time for these pupils to develop their thinking and questioning skills but also to identify themselves as learners as part of a school community. Lessons help all children in the class to better understand how working positively with others can deepen their own learning and understanding of the world around them.

Anti-Bullying

**Please also refer to the school's separate behaviour policy for guidance alongside this policy.

Our school is committed to providing a caring, friendly and safe environment where pupils, governors, staff and parents all refuse to tolerate bullying of any kind. The PSHEC curriculum helps children think about how to be a good friend and teaches them strategies to deal with unkind behaviour.

Our school is now holding a Friendship Week as opposed to an anti-bullying week as we wish to focus on the positive aspect of friendship.

Parents are informed about any bullying incidents.

We encourage positive break and lunch times and the learning mentors are involved in this. We have a Sunshine and Rainbow room where children can reflect on their behaviour or that of others. Children are given time for reflection and for talking to someone in privacy.

Cyberbullying prevention includes talks from the police about the dangers and implications of cyber bullying.

Cyberbullying involves using mobile telephones as well as the computer.

Teaching and Learning

To facilitate pupils in PSHEC:

- Appropriate learning experiences are planned and meet the needs of our pupils.
- The learning intentions are made clear to our pupils.
- Learning experiences draw on pupils' own experiences or existing knowledge.
- Time is given for reflection, consolidation and application of learning.
- Pupils are encouraged to take responsibility for their own learning.
- Staff training needs are met.

- Appropriate resources are used. Classes are mainly using the Jigsaw scheme with some extra input from SEAL Circle Time and Second Step. The Foundation Stage is also using Jenny Mosley's Golden Rules programme.
- In 2011, an on-line resource called Go Givers was introduced in the school, which is a further resource available for the teaching of PSHEC. The teachers have received a staff meeting training opportunity for this.
- In 2011, the school began regular Forest school sessions Nursery. This is an outdoor learning experience which provides a fantastic opportunity for children to develop their social skills through group work and team play. It also provides opportunities to develop leadership skills and helps them to become responsible citizens as they learn to appreciate their environment. In 2016 a second Forest School site for KS2 was opened. Visits to both sites are led by trained, specialist staff members.
- Work has also been undertaken by the curriculum team to promote outdoor learning that is exciting and engaging, especially for the boys. Topic work is under yearly revision by class teachers, subject leaders and the curriculum team to also ensure that work allows pupils to build on prior knowledge but that it is also of interest to pupils.
- Cross-curricular links are being made this year to embed skills learnt in PHSEC sessions. For KS1 especially, links are being made to texts to give a real context to issues arising, in a non-judgmental and non-threatening setting.

The Learning Environment

Teachers strive to create a safe, open and positive learning environment based on trusting relationships between all members of the class and the staff that work with them. Pupils often sit in a circle, and although this is not necessary, it often helps the pupils to differentiate between academic learning and PHSEC time. The Jigsaw scheme also provides a chime bar for each year group and this can be used for calming and focusing at the beginning of the lesson and again to mark out the session time as special time for adults and children alike.

The rules for circle time are as follows:

- We take turns to speak.
- One person is speaking and others are respectful and patient during this time.
- We use kind and positive words.
- We listen to each other.
- We have the right to pass.
- We only use names when we are being positive or giving compliments.
- We respect each other's privacy (confidentiality).
- We are respectful and sensitive to the views and opinions of others as others may have different ideas to us.
- Staff are non-biased and try to present balanced and varied arguments and opinions.

If external contributors are presenting from the community e.g. health professionals, specialists, nurses, police or firemen the class teacher or appropriately nominated member of staff must be present.

'Calm Me' is a reflective and peaceful part of Jigsaw sessions that allow children time to visualise and work on strategies for positive behaviour and relationships. Children also have time in silence to reflect on learning and contemplate their own personal ideas during these parts of the session.

Links to Other Policies and Curriculum Areas

When teaching PHSEC, staff need to be aware of the following school policies, curriculum and procedures:

- The Kent Science Curriculum and the EYFS, KS1 and KS2 national curriculum science guidance.
- The role of the head teacher as the school child protection lead and child protection contacts for EYFS, KS1 and KS2 in the head teacher's absence or as a first port of call.
- The school Teaching and Learning policy.
- Staff meeting time for teachers to discuss content and lesson approaches.
- The role of the PHSEC co-ordinator in the monitoring and analysis of staff and pupil opinions of lessons.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around SRE and Drug and Alcohol Education related issues are varied. Topics are presented with a variety of views so that pupils are able to form their own.

The school believes that individual teachers must use their discretion and skill and should speak to the head teacher as child protection co-ordinator if they are concerned. Staff use their judgement to deal with matters arising sensitively but honestly in a caring environment. Bullying is taken very seriously and time is taken to ensure that both sides are listened to and appropriate consequences are put in place.

Monitoring and Assessment

As with any learning, the assessment of pupils' development in PSHEC is important. It provides information which indicates pupils' progress and achievement and informs the development of planning. Celebrations of pupils' achievements are regularly acknowledged both in classrooms and in whole school assemblies. Work is displayed around the school and parents are informed of achievements. Pupils who receive certificates of achievement at the weekly achievement assembly are also mentioned in a special section in the school's weekly newsletter.

PSHEC is reported on at the end of the academic year within each child's final report. PSHEC is levelled at the end of each Key stage and PSED data is logged at the end of the Foundation Stage.

The whole school is monitored through the Healthy Schools initiative, in 2016 the school was awarded Bronze status and is currently working towards Silver status.

At the end of the year, teachers assess the pupils as either **working towards**, **working at** or **working above**. This gives the class teacher, for the following academic year an insight into the children's needs. Levels are also kept by the subject leader for tracking purposes.

Reporting to Parents

A section at the end of the end of year reports gives teachers a space to write about the child's moral and spiritual development and also any needs or matters relating to their personal development that may have arisen over the course of the year.

Training and Support for Staff

Staff have the opportunity to discuss lesson content and approach at regular staff meeting slots. Staff are also given the opportunity by the subject leader to talk about concerns and opinions relating to the teaching of PSHEC.

New staff are able to read and talk about policies and are given an opportunity at the beginning of the new academic year (or on arrival if later in the school year) to talk about the school's approach to teaching SRE and Drug and Alcohol related material.

The Jigsaw Scheme provides teachers with much of the material needed to meet the objectives but teachers are able to also include additional material and alter lessons as they see appropriate. It is the job of the subject leader to speak to staff regarding other material being used. Staff have a responsibility to read the SRE, PHSE, Science and Behaviour policies whenever they are updated so that they are aware of the school's viewpoints and guidance.

Regular safe guarding, child protection and safer handling courses are also held so that staff are aware of the latest changes in legislation and guidance. This is part of the school's INSET programme for staff.