



## **POLICY ON SEX EDUCATION, PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP**

### **1. Aims and objectives**

1.1 We believe that Education in Personal, Social and Health Education (PSHE) and Citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ("Every Child Matters") – that children "be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being."

Pimperne CE VC Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We have a duty to prepare our children for life in modern Britain and to keep them safe.

1.2 Our objectives in the teaching of PSHE and citizenship are for all of our children: -

- To know and understand what is meant by a healthy lifestyle
- To be aware of safety issues
- To understand what makes for good relationships with others
- To have respect for others
- To be thoughtful and responsible members of their community and their school
- To become active members of our democratic society
- To develop self-confidence and self-esteem
- To make informed choices regarding personal and social issues
- To develop good relationships with other members of the community
- To develop a deeper understanding towards British Values

### **2. Teaching and learning style**

2.1 We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly, collective worship, fund raising or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### **3. PSHE and citizenship curriculum planning**

3.1 We teach PSHE and citizenship in a variety of ways. Sometimes, e.g. when dealing with issues in drugs education, we teach PSHE and citizenship as a discrete subject. On other occasions, we introduce PSHE and citizenship topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is a large overlap between the programme of study for Religious Education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our



Religious Education lessons. The school also makes use of the QCA units for teaching citizenship at Key Stages 1 and 2.

**3.2** We also develop PSHE and citizenship through various activities and whole-school events, e.g. the school council representatives from each form meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 where there is a particular focus on developing pupils' self-esteem, team building and giving them opportunities to develop leadership skills and positive group work.

#### **4. The Foundation Stage**

**4.1** We teach PSHE and citizenship in the Reception class as an integral part of our topic work. PSHE and citizenship aspects of the children's learning are related 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, when we teach "how to develop a child's knowledge and understanding of the world".

#### **5. PSHE and citizenship and Computing.**

**5.1** Computing makes a contribution to the teaching of PSHE and citizenship in that children often work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet. Learning aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

#### **5.2 Curriculum Content**

The following statements are offered as illustration of learning outcomes for Sex and Relationship Education (SRE) for each key stage. Statements marked with an asterisk are part of the National Curriculum science requirement.

##### **a) Key Stage 1 Pupils should be taught:**

- To recognise and compare the main external parts of the bodies of humans
- To use acceptable names for sexual parts
- That animals, including humans grow and reproduce
- That humans and other animals produce offspring and that these offspring grow into adults
- To recognise similarities and differences between themselves and others and treat each other with sensitivity
- Identify and share their feeling with others
- Recognise safe and unsafe situations
- To identify and be able to talk to someone they trust
- To be aware that their feelings and actions have an impact on others
- To make a friend, talk with them and share feelings
- To use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk
- To identify human family relationships and raise awareness of the various types of human families
- To develop ideas of non-stereotype gender roles

##### **b) Key Stage 2 Pupils should be taught:**

- About the main stages of the human life cycle
- About human and animal reproduction including how a baby is conceived, born and also life processes and growth

- About how the body changes at puberty, such as the onset of periods and the voice breaking why they happen and how to manage them
- To recognise how their emotions change at puberty and how to deal with their feelings towards themselves, their families and others in a positive way
- To be aware of different types of relationships, including marriage and those between friends and families, and to develop skills to be effective in relationships
- To recognise and challenge stereotypes
- If appropriate, about sensitive issues such as contraception and sexually transmitted infections, including HIV/AIDS
- Where individual families and groups can find help
- How the media impacts on forming attitudes
- To be aware of the possible consequences of their actions
- To be aware of different forms of bullying and the feelings of both bullies and victims and why being different can provoke bullying and to know why this is unacceptable
- The need for trust and love in established relationships

### **c) Who should teach sex education?**

In primary schools, every class teacher has a responsibility in relation to sex and relationship education. The trusting relationships that result from extended contact between teachers and pupils provide a good context and ensure that there is a good match between the programme offered and the maturity of the children. However, opportunities should be created for teachers to work together and make use of outside agencies in order to draw on one another's skills and expertise.

### **d) What is Sex and Relationship Education (SRE)?**

SRE is lifelong learning about physical, social and emotional development. It involves the understanding of the importance of stable and loving relationships and families (of which marriage is a part) encouraging acceptance of the diverse nature of relationships. It includes the teaching and facilitating of choice and responsibility within physical development sexuality and sexual health. It has three main elements:

#### **Attitudes and values**

- learning the importance of values
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas

#### **Personal and social skills:**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices and considering the consequences of choices made
- learning how to recognise and avoid exploitation and abuse
- building skills to achieve happiness and fulfilment

#### **Knowledge and understanding:**

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning the reasons for delaying sexual activity, and the potential benefits to be gained from such delay
- learning the importance of avoiding unplanned pregnancy



### **e) Grouping of children and young people:**

In mixed sex schools, lessons are normally organised in mixed sex grouping. In order to avoid putting sex education into a special and separate category, it is desirable generally to teach in mixed groups as this will promote communication and understanding between the sexes about sexual matters. There may be occasions when single-sex grouping may be preferable. Teachers and other providers will need to plan a variety of activities which will help to engage boys as well as girls, matching their different learning styles, increasing their confidence in talking about emotional and sexual matters.

## **6. PSHE and citizenship and inclusion**

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

## **7. Assessment for learning**

**7.1** Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

## **8. Resources**

**8.1** We keep resources for PSHE and citizenship in a central store; the Jigsaw PSHE scheme of work is kept in each class. We have additional resources in the library. Our PSHE and citizenship co-ordinator holds a selection of reference materials for teaching sensitive issues.

## **9. Monitoring and review**

**9.1** The planning and co-ordination of the teaching in PSHE are the responsibility of the Subject Leader and Senior Leadership Team.