

# **WHITCHURCH PRIMARY SCHOOL**

## **PHSE & CITIZENSHIP POLICY** **(Including policy statement on SEX EDUCATION)**

### **1. Introduction**

1.1 At Whitchurch Primary School we regard PSHE as an important component of the whole curriculum. We believe that the promotion of health and well being is central to the life of the school and its relationships with the surrounding community. At Whitchurch Primary School we take very seriously the responsibility that schools have to provide a broad and balanced curriculum which:-

- Promotes the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school and in society and has the Every Child Matters agenda at the core of everything we do.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.
- Acknowledges and informs pupils about their rights as children and their responsibility for the rights of other under the United National Convention on the Rights of the Child.

1.2 All children are entitled to receive sound information about keeping healthy and safe, emotionally and physically.

### **2. Definition**

2.1 PSHE is concerned with the total well being of the individual. This includes:-

- Mental, emotional and physical well being of the individual.
- The responsibility of the individual towards others and the environment.
- The education and understanding of the mental, physical, emotional, spiritual, environmental, cultural and social influences that shape the community and the interactions of individuals within it.
- A holistic model of personal and social development that encourages the making of health choices.

2.2 Within PSHE we recognise:-

2.2.1 Health Education, which involves engaging the children in activities that promote their physical well-being and encouraging an adventurous approach to exercise, daily living, fresh air and exploration both in and out of school. In order to support this we are part of the Healthy Schools Initiative.

2.2.2 Citizenship, which involves encouraging children to take a responsible role in society. It includes developing the children's awareness of their personal safety and the processes by which they can seek help and information as well as learning the behaviour expected of them as members of society. Being part of the Eco Schools Programme supports this learning.

2.2.3 Drugs Education, which involves educating the children (through the Real Health for Real Lives Books) in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs. Refer to separate Drugs Education Policy for further information.

2.2.4 Sex and Relationship Education, which is taught at some level to all year groups during dedicated weeks usually focusing on the relationship aspect. This part of the curriculum is also taught through Science lessons. This again, like the Drugs

Education is taught through the Real Health for Real Lives Books. Year 5 and 6 have more in-depth lessons with the school nurse at a separate time during the year. Parents will be notified when these sessions will take place. (Please see Appendix 2 for Sex and Relationship Education Objectives for all Year Groups)

2.2.5 Emotional Literacy, which involves equipping children with the environment and language to help them express their feelings as they interact with others and the world around them. We support this even further by having dedicated weeks to anti-bullying and expressing our feelings. (Please see Appendix 1 for objectives covered during Anti-Bullying Weeks.)

2.3 This policy is therefore closely linked with other policies in the school:

- Equal Opportunities Policy;
- Religious Education Policy;
- Collective Worship Policy
- Physical Education and Physical Activity Policy
- Drugs Policy
- Behaviour and Discipline Policy
- Community Cohesion Policy
- Special Educational Needs Policy

### **3. Aims**

3.1 In our school we will aim through implicit and explicit learning experiences to:-

- Develop an awareness of social, economic, political and ecological issues.
- Nurture mutual trust and respect between individuals and groups.
- Develop understanding and tolerance.
- Encourage the development of informed and responsible healthy life choices.
- Develop positive attitudes towards health.
- Foster self-respect and self-esteem among all members of the community.
- Give opportunities for children to experience awe and wonder.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.

3.2 Within the taught and hidden curriculum, the whole school environment, pupils should be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home believing that these, along-side school links, are essential dimensions of health education. The framework we have developed is related to the real world and children's experiences.

### **4. Management**

4.1 There is a designated PSHE Coordinator to oversee the planning of PSHE in the school. The co-ordinator will be responsible for informing the rest of the staff about new developments and, where appropriate, for organising (and providing) appropriate training. The co-ordinator will advise colleagues on resources to aid planning and to use in the classrooms (including visits and visitors). A central resource area will be developed, maintained and reviewed annually along with other resources for PSHE.

4.2 The coordinator will monitor the curriculum and will report to the Head Teacher annually on progress with regard to the school's development plan. The co-ordinator will attend Partnership and Network meetings and ensure they remain up to date with local and national initiatives. The co-ordinator will keep staff informed of developments.

## 5. Teaching & Learning

5.1 The whole school will adopt the **SEAL approach** to teaching PSHE where a different theme is followed each term. Every Monday we hold a SEAL assembly to introduce the theme for the week. Pupils use a SEAL box in their classroom to nominate anyone who has exemplified the qualities discussed for the week's theme. The nomination form requires children to give an extended reason to ensure they are not simply choosing their friends. After the assembly on Monday, students then go back to their classes to discuss further the SEAL issues for the week and participate in circle time, class council meetings or to complete a relevant activity.

5.2 Where aspects of the programme of study are not covered by the SEAL approach these will be taught discretely (often during dedicated weeks) using the locally produced **Smile Again** framework using the Real Health for Real Lives books.

5.3 A range of teaching strategies and learning styles will be used in the delivery of this policy. These will include:-

- Circle time and class discussion
- Imaginative writing
- Reflection, sharing and showing
- Role play and drama
- The use of DVD and ICT
- Visits and visitors where appropriate
- Class lesson time
- Peer education
- Structured group work
- Play and games

5.4 Differentiation and progression will be ensured by a variety of approaches:

- The same activity but different expectations of outcome
- The same theme but different levels of input
- Allowing for different pace of working
- Different groupings of children
- Developing different modules of work at different times of the year for different abilities

## 6. The Foundation Stage

6.1 PSHE and Citizenship in the Foundation Stage comes under the umbrella of Personal, Social and Emotional Development; one of the 6 areas of learning. Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

6.2 At Whitchurch Primary School, much of children's Personal, Social and Emotional development is done continuously through talking and interacting with children. However, all children in the Foundation Stage take part in circle time sessions and all children follow regular PSHE and thinking skills sessions using the SEAL and Smile Again resources.

## 7. Assessment

7.1 The assessment of PSHE will take place in all curriculum areas, however, clear learning objectives will support the focus of assessed activities. Class records of all

children for each theme are kept, recording progress in PSHE and citizenship and children may complete a self assessment at different times during the SEAL unit of work.

7.2 During our dedicated weeks for Sex and Relationship Education (SRE), Drugs and Healthy Eating, teachers update their class objective sheets (see Appendices). They should be aimed at enhancing the quality of teaching and learning, helping pupils take responsibility for improving their own performance and learning, and teachers being informed by best practice. Arrangements should be a matter for the professional judgement of teachers, who should involve, wherever possible, the pupils through discussion, review and target setting.

## **8. Resources**

8.1 Resources include:

- SEAL programme of study (see standards website or box of booklets)
- Smile Again scheme in conjunction with SEAL (using Real Health for Real Lives resource books)

8.2 All the above and additional resources can be found in staff room.

## **11. Healthy Schools and Eco Schools Initiatives**

11.1 As an active member of the Healthy Schools Initiative and Eco-Schools this whole school approach raises further the profile of children taking responsible actions for themselves and the community and world around them. School council and class councils supported by the dedicated school council teacher or Headteacher and other classroom teachers run these programmes which impact on whole school projects where some of the work is completed in the context of PSHE lessons.

Status of this Policy: APPROVED

Date approved by Governing Body: 26 April 2010

Lead contributions from:

Staff: Flora Barton (Subject Coordinator)

Governors: Mike Scott and Curriculum Committee

## APPENDIX 1: ANTI-BULLYING WEEK ASSESSMENTS

### Anti-Bullying Week Assessment Class 1

Please traffic light the objectives based on whether your class on average understood these objectives. Please note any particular children on the grid below.

#### Objectives:

- I know I belong in my classroom.
- I like the ways we are all different and can tell you something special about me.
- I can tell you some ways in which children can be unkind and bully others.
- I can tell you how it feels when someone bullies you.
- I can be kind to children who have been bullied.
- I know who I could talk to in school if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Objective	Rarely Demonstrated	Some of the time	Almost all of the time

### Anti-Bullying Week Assessment Class 2

Please traffic light the objectives based on whether your class on average understood these objectives. Please note any particular children on the grid below.

#### Objectives:

- I can tell you what bullying is.
- I can tell you some ways in which I am the same as and different from my friends.
- I am proud of the ways in which I am different.
- I can tell you how someone who is bullied feels.
- I can be kind to children who are bullied.
- I know that when you feel sad, it affects the way you behave and how you think.
- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Objective	Rarely Demonstrated	Some of the time	Almost all of the time

### Anti-Bullying Week Assessment Class 3

Please traffic light the objectives based on whether your class on average understood these objectives. Please note any particular children on the grid below.

#### Objectives:

- I know what it means to be a witness to bullying.
- I know that witnesses can make the situation better or worse by what they do.
- I know how it might feel to be a witness to and a target of bullying.
- I can tell you why witnesses sometimes join in with bullying or don't tell.
- I can tell you some ways of helping to make someone who is being bullied feel better.
- I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.
- I can problem solve a bullying situation with others.

Objective	Rarely Demonstrated	Some of the time	Almost all of the time

### Anti-Bullying Week Assessment Class 4

Please traffic light the objectives based on whether your class on average understood these objectives. Please note any particular children on the grid below.

#### Objectives:

- I understand how rumour spreading and name calling can be bullying behaviours.
- I can explain the difference between direct and indirect types of bullying.
- I can explain some of the ways in which one person (or group of people) can have power over another.
- I know some of the reasons why people use bullying behaviours.
- I know some ways to encourage children who use bullying behaviours to make other choices.
- I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.

Objective	Rarely Demonstrated	Some of the time	Almost all of the time

## APPENDIX 2: SRE WEEK ASSESSMENTS

Please traffic light the statements below according to what you taught during the SRE Week. This will help us to better plan for future SRE weeks. Also, please note any children you think need further work on any objectives or any children who are working well beyond these objectives. You may write down specific objectives or just note pupils down generally. Green – Covered, Amber – Partially Covered, Red – Have not Discussed

### SRE Week Assessment for Class 1

#### Key Messages for Me and My Relationships for 4 and 5 Year Olds (SRE Week)

##### Learn:

- How to find and tell a safe person if people hurt you, bully you or if you are worried
- How to say 'no' if people touch you and you don't like it or it worries you
- To respect other people's families, friends, feelings and special places
- To talk to your special people about how you feel
- To take care of your feelings

##### Understand:

- That just as your special people make you happy, sad or worried, you do the same to them
- That most special people love and care for you all the time and will always help you
- That when special people go away or die it may be very sad but it is not your fault
- That people are born, grow up and then can have their own families
- That pets and people die and this makes us sad
- That there is only one of you and that makes you very special

##### Practice:

- Talking about your feelings and other people's
- Taking care of the people, places and things you care about.

Objective	Rarely Understands	Some of the time	Almost All of the time

## SRE Week Assessment for Class 2

### Key Messages for Me and My Relationships for 6 and 7 Year Olds (SRE Week)

#### Learn:

- The names of your special people, both the names you know them by and the names they use for each other
- How to make people feel better
- About making friends and sharing things with your friends
- That other people may live lives which are different from yours
- That when we move house we have to build up another network of friends which can be hard
- That girl babies are born, grow up into women and when they are ready can have a family with babies of their own.
- That boy babies are born, grow up into men and when they are ready can have a family with babies of their own
- That you need a man and a woman to make a new baby
- That babies need love and care in their families for a long time and it can be very hard work.

#### Understand:

- That as you make more friends it is as if a network of people grows around you
- That the people in your network are special to one another in different ways and sometimes you may feel left out
- That you and the people in your network can make each other happy, sad or angry, but still care about each other
- That people pretend or hide their feelings sometimes so they don't worry you
- That pretending or keeping secrets can be frightening and dangerous and you must tell someone you trust-it is not the same as 'telling tales'
- That friendships can be broken but that they can also be mended again
- That sometimes your family will not like your friends, and although this is worrying, it is best to talk about it
- That when people in your network go away or die it is not your fault, it may be for reasons you don't understand
- That your body is your very own. Take care of it and keep it healthy and safe.

#### Practise:

- Telling a safe person if you are frightened or worried
- Saying 'no' if someone is trying to hurt or frighten you
- Helping people who don't have friends
- Respecting other people's things and places

Objective	Rarely Understands	Some of the time	Almost All of the time

## SRE Week Assessment for Class 3

### Key Messages for Me and My Relationships for 8 and 9 Year Olds (SRE Week)

#### Learn:

- How to talk about your feelings, especially when your relationships (how you get on with people) change
- How to talk to someone you trust and who will respect your feelings
- How to respect other people's feelings and their relationships
- About the danger of being asked to keep secrets and that it is important to share them with a grown-up you trust
- About keeping a surprise, which is different from keeping a secret
- About having good relationships and getting on with people
- About having a healthy body and being happy with the way you get on with other people in and out of school and at home
- How your relationships with these people will change as you grow and grow up
- How sometimes there will be difficulties, but that you can learn to get through them
- How to make someone stop and listen to you

#### Understand:

- That different people have different ways of living and have the right to have their ways respected, just as you have
- That different people talk about their family relationships, partnerships, love and loving in different ways
- That you and your family will have your own words to talk about your bodies, love and loving
- That there will be a way of talking about all these things in class, which everyone will understand
- That babies are born to a woman and a man, that they grow up into adults who can have children of their own and that they grow old and die. All this makes people happy and sad at different times
- That you are growing up and your body is changing so that when you become a woman or a man you can have your own loving relationship and start your own family
- That babies and children need to be loved and cared for, in a family, for a very long time
- That sometimes grown-ups try to hide their feelings because they don't want to upset you, but that talking about your feelings help;
- That telling someone when you are upset, worried or bullied is not 'telling tales'.

#### Practise:

- Making and keeping good relationships with your friends and family
- Respecting your own and other people's way of life, feelings, bodies, belongings and places
- Putting yourself in another person's place
- Saying 'Stop. Think. Is this going to spoil my good relationship?'
- Feeling good about the way you are growing up

Objective	Rarely Understands	Some of the time	Almost All of the time

## SRE Week Assessment for Class 4

### Key Messages for Me and My Relationships for 10 and 11 Year Olds (SRE Week)

#### Learn:

- About the ways in which your body is changing, preparing for when you are grown up, and are able to start a family of your own
- That every change in your body means you can do something new and that with each change come new responsibilities for yourself and others
- How to manage these changes, and some of the problems and worries
- About how your relationships with family, friends and school change
- About your own and other people's personalities, and how this affects the way you get on with them
- What you and other people mean by 'boyfriends' and 'girlfriends', love, loving, being in and out of love, and how this can make people very happy, worried or sad
- About the people you can trust to help you and how to get them to listen to you
- About putting your feelings into words, listening to and respecting other people's feelings
- About where you can get help when things go wrong
- About friends who have their own image, and decide whether you want that image for yourself and how important your own self-image is to you.

#### Understand:

- That your body is growing and changing at its own pace which might be at a different rate from other girls and boys
- That your body is growing and changing so that one day you can be a parent and give your children loving, lasting relationships, and that being a young parent can be difficult sometimes
- That growing up may seem very exciting and you may want to rush into it, but that there is a lot to enjoy now and still a lot to learn
- That your network of people is growing and changing, but that family and friends are important
- That although you want to choose your friends and the places to go, this may cause problems with your family, but that you can work things out if you talk and listen to each other
- That you will have to share best friends with their own networks
- That the people you care about may have problems and you may feel left out or afraid it is your fault. It isn't. Tell them how you feel
- That it hurts when people you love leave, separate or die. Share your sadness
- That your feelings may sometimes be so strong that they try to take charge of you and make you behave in ways which are not like your usual self
- That places can be very special to people and can be spoiled by vandalism

#### Practise:

- Keeping your relationships with your friends, your family and your special places as good as possible
- Respecting other people's way of life, feelings, bodies and special places
- Not being pressurised into adopting the image of other people or other groups
- Feeling good about yourself.

Objective	Rarely Understands	Some of the time	Almost All of the time

**APPENDIX 3: SEAL THEMES FOR THE YEAR & SUGGESTED TIMETABLE OF DEDICATED WEEKS**

Autumn Term 1	New Beginnings (Drugs Week)
Autumn Term 2	Getting On and Falling Out / Say No to Bullying (SRE Week)
Spring Term 1	Going for Goals (Health Week)
Spring Term 2	Good to be Me (Citizenship Week)
Summer Term 1	Relationships/Say No to Bullying (Drugs Week)
Summer Term 2	Going for Goals (SRE Week)