

' Every Child, Every Chance, Every Day'

Reviewed By	Ria Fearn	Policy Owner	April 2017
Ratified by	Sarah Horsfall	Governor	April 2017
NEXT REVIEW			April 2019

Policy Statement

At Shirley Junior School we believe that Personal Social & Health Education is an essential part of a child's education. We recognise that a child's personal and social development begins before he/she comes to school and parents have a key role in this development. The school builds on those skills and develops attitudes and values with sensitive regard to the relationship which exists between a child and its family.

This policy must be read in conjunction with following relevant policies; Teaching and Learning, Behaviour, SEND, Science, R.E, Procedures for Drug Related Incidents and Child Protection Procedures.

Rationale

P.S.H.E. is planned to provide pupils with the opportunities to:

- Feel positive about themselves
- Make real choices and decisions based on accurate information
- Develop relationships through work and play, enabling honesty, trust and tolerance to be developed
- Take responsibility for themselves, their actions and their behaviour
- Consider social and moral dilemmas they come across in life
- Prepare for change – physical change, emotional change, social change, moving to a new school.
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The basis of P.S.H.E. must be skill development backed up by the exploration of attitudes and values and learning accurate information.

Through the opportunities provided, pupils at Shirley Junior School will:-

- Develop their self-esteem
- Gain confidence about themselves and their relationships with others
- Develop good relationships at all levels
- Be empowered to make the most of their abilities
- Develop increasing responsibility for their actions
- Play an active role as responsible citizens
- Develop a healthy lifestyle
- Keep themselves safe
- Respect the differences between people, including those of other cultures, races and religions
- Understand the consequences of racism, teasing, bullying and aggressive behaviour.

Curriculum

P.S.H.E. is taught mainly by the class teacher. Sometimes aspects of P.S.H.E. will be integrated into other curriculum areas, in particular science, R.E., P.E., music, D.T., geography, history and collective worship. Lessons are planned with clear outcomes. A wide range of teaching and learning strategies are employed. These include circle time, discussion, topic work and role play in drama. The resources used might include pictures, posters, post cards, videos and quizzes. Pupils usually work in mixed ability groups, in pairs, small groups or as a whole class. On occasions there are individual activities at differentiated ability levels.

Visitors are invited to work alongside the teacher in the classroom and will work within the school's policies. These will normally include police schools' liaison officers, nurses and church representatives.

Staff Development

Opportunities to keep abreast of developments, changes in resourcing or legislation will be available through dedicated staff meeting time. In Service Training will enable staff to refresh or develop skills in specific areas of work such as circle time, citizenship and sex and relationship education (S.R.E.) (See **Appendix 1**), and drug education (see **Appendix 2**).

Appendix 1

Sex and Relationship Education (S.R.E.)

S.R.E. is an important aspect of P.S.H.E. and schools share this responsibility with parents. S.R.E. helps children to explore feelings about relationships, love, sexuality and responsibility towards themselves and others. Teaching will take place within a moral context respecting the values and beliefs of groups within the community and with regard to the law as it refers to sexual behaviour and conduct.

Rationale

Within the overall principles of P.S.H.E. there are specific foci for S.R.E.

These are:-

- To provide reassurance that body changes at puberty, including changes in mood, feelings and relationships are normal and acceptable.
- To help children understand the physical changes that will happen as they grow to maturity.
- To explore influences such as the media, peer pressure, cultural and religious backgrounds.
- To emphasise the value of stable, loving relationships including marriage where care and respect are paramount
- To encourage awareness, respect and responsibility to oneself and others
- To learn about risks to themselves and their health, associated with certain behaviour
- To provide accurate and age appropriate information so that myths and misinformation are challenged.

Curriculum

There will be progression towards more detailed knowledge and understanding of the working of their own bodies, and ways in which they can take responsibility for their own health, well-being and relationships.

In Year 3 children will be given opportunities to acquire and develop personal safety skills. The video 'Kids can say No' will be used as a stimulus for this work.

Year 5 – Puberty – the school will seek the involvement of school nurse

Year 6 – Sexual intercourse and birth of a baby.

More details of the curriculum content are included in the guidelines and programme of study.

Specific Issues

Contraception – no counselling or advice on this matter will be given to individual pupils – although questions arising from discussion will be dealt with in a professional manner.

Confidentiality – when a teacher is approached by an individual pupil with particular concerns about any sexual matter, confidentiality cannot be guaranteed as the issue may have to be referred to the Head Teacher or the parents, as the teacher deems appropriate.

Parents will be notified in advance, through the curriculum letter, of any Sex Education their children will be receiving and will be given an opportunity to view the materials if they wish.

Withdrawal

Parents have the right to withdraw their children from any parts of the Sex Education programme other than those elements which are required by the National Curriculum Science Orders. (Pupils at Key Stage 2 should be taught about human development and reproduction). Requests for withdrawal should be made to the Head Teacher in writing and remain operable until revoked by the parents.

Appendix 2

Drug Education

It is important to recognise that we live in a drug – orientated society. These drugs may be socially acceptable, over the counter or prescribed medicines, or illicit substances. We believe the most effective way to help children be responsible and safe is to provide drug education.

Rationale

Within the overall principles of P.S.H.E. there are specific foci for Drug Education.

These are:-

- Understanding that there is a difference between prescribed/over the counter medicine and recreational drugs
- Accurate and up to date knowledge about substances and drugs that are commonly available
- The effects and risks of using drugs
- Skills to recognise and resist pressure to behave in an unacceptable or risk way
- School rules about drugs and how to get help if necessary.

Programme Outline

Year 4 – Children will be made aware that there is a difference between prescribed medicine and socially acceptable drugs. They will consider the effects, both benefits and risks, of using these.

Year 5 – Children develop and practice strategies on how to deal with peer pressure, ‘learning how to say no’; although drugs are not specifically mentioned in this work.

Year 6 – Here children build on the work started in year 4, considering in more depth the effects and risks of using socially accepted drugs. They too begin to learn about the affects and dangers of illegal substances and put into practice ‘learning how to say no’ in relation to all types of substances.

Key Issue

At Shirley Junior School we will deal with questions or incidents relating to drugs, honestly, sensitively and appropriately. Any concerns/incidents should be dealt with in accordance with the policy on Procedures for Drug Related Incidents and Child Protection Procedures.

All incidents should be reported to the Designated Safeguarding Officer (Mrs Annette Hixon) or deputy in their absence.