



# Bluecoat C of E Primary School, Great Torrington



## Personal, Social and Health Education (PSHE) and Citizenship Policy



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# Great Torrington Bluecoat C of E Primary School

## Personal, Social and Health Education Policy

### INCORPORATING:

- Health and Wellbeing
- Drug Education
- Sex and Relationship Education

Bluecoat C of E Primary School is a spiritually vibrant learning community, to which all members contribute, within which all feel appreciated and valued, and through which all are empowered to excel.

This policy reflects the values of our school.

This policy was adopted by the Governing Body on 10/07/2014

The policy will be reviewed on \_\_\_\_\_

Chair of Governors Gillian Taylor Date 10/07/2014

Headteacher Angela Fleming Date 10/07/2014

## What is the purpose of this policy?

The purpose of this policy is to set out agreed principles and practice relating to the wellbeing of pupils in our school. All staff working at Bluecoat C of E Primary School, Children's Centre and Family Project will be familiar with, and will adhere to, this policy.

Through implementation of this policy we will help pupils:

- know and understand what constitutes a healthy lifestyle;
- become aware of and know how to respond to personal safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

## How will provision for PSHE be organised at Bluecoat School?

- Across the school a minimum of one hour per week is allocated to PSHE. Time allocated for some parts of the teaching of sex, drug and some health education is accounted for in the teaching of Science. PSHE involves all aspects of being alive in the world. PSHE themes are therefore covered in subjects across the curriculum, collective worship themes, community activities, as well as dedicated PSHE time. The role of parents/carers is acknowledged and respected.
- The children undertake the majority of PSHE activities with their teacher, in groups or as a whole class. Some activities may take place with outside visitors or other agencies and out of school activities. To ensure safe practice if a teacher decides to tackle something different or use an agency/visitor that has not been used before, teachers must discuss this with the Headteacher and Leader, as appropriate.
- Pupils' contributions to the whole school community and environment form an important aspect of provision for PSHE. Mayfair / Pupil Council / Arts Ambassadors / CW Focus Group etc....
- PSHE at Bluecoat School positively supports inclusion – aiming to overcome barriers to learning and participation, and providing opportunities for all children to excel

## **What will effective teaching in PSHE look like at Bluecoat School?**

PSHE will be taught through interactive learning in line with our Teaching and Learning Policy. The SEAL Programme (Social and Emotional Aspects of Learning), will form the basis of dedicated provision for PSHE across the school. Class discussions and circle time will be used to encourage:

- The participation of individuals as part of a large group
- Respect for everyone's views
- Talking and listening for all
- The inclusion of all adults and children and the sharing of thoughts and ideas with the whole class.

Teaching will be holistic (*take a whole person perspective*) and incorporate key components of the following cross-curricular dimensions and themes

- Equal opportunities and Racial Equality
- Multicultural Education
- Citizenship (Rules, Communities, Conflict, Making choices and Responsibility)
- Health Education
- Environmental Education,
- Economic and Industrial Understanding
- Careers Education and guidance

## **Effective learning in PSHE will enable pupils to:**

- develop a positive sense of self
- develop good relationships with others
- develop good attitudes towards others and an understanding of differences between people and their viewpoints.
- make informed choices and decisions
- cope with changes which they may experience
- develop and maintain relationships
- recognise personal skills and qualities in themselves and others.
- recognise their rights and the rights of others

- respect and consider how they could improve the environment
- develop motivation, assertiveness and participate in the celebration of success.
- be confident to tackle new ventures
- be encouraged to lead a fulfilling life
- be independent and to become active and constructive citizens

## **Health and Well-being**

The Health and Wellbeing of pupils at Bluecoat Primary School is of paramount importance and should be a consideration in relation to all aspect of provision at the school. We believe that it is important to work in partnership with parents/carers and outside agencies to ensure each child's health and welfare is catered for.

There is an allocated school nurse. Members of staff hold first aid qualification

Parents/carers are asked to supply 1<sup>st</sup> and 2<sup>nd</sup> emergency contact telephone numbers.

If a child is injured or becomes ill in school every effort will be made to inform parents/carers.

If a child receives an injury to the head the incident will be recorded and the parents/carers will be notified verbally or by letter.

If a parent/carer cannot be contacted the Head Teacher or Deputy Head Teacher will make a decision as to whether the child needs medical attention or not.

For non-critical injuries which require checking a child may be transported to the Health Centre or to the Hospital if, in addition to the driver, another adult is available to supervise the child in the car. For all major incidents an ambulance will be called.

### General Welfare

Our school is a 'No Smoking' zone at all times.

To promote personal hygiene children will be encouraged to wash their hands after going to the toilet, and before eating.

To promote healthy eating children are invited to bring fruit in for break time. The school also participates in the free fruit and vegetable programme.

Nursery provides a healthy snack for Nursery children. A balanced school meal is available each day if required.

Water stations are in place in each classroom.

## Drug Education

Drug Education is central to the stated aims of the National Curriculum. It helps enable and equip children to begin to make informed choices about substance use and about keeping themselves healthy and safe, and thus can form part of a young person's life skills and preparation for adulthood.

### Guidelines

We will help children to:

- Know that all medicines are drugs but not all drugs are medicines
- Know about the role of drugs as medicines:
- Know how medicines are looked after and given at school b) know about some different types of medicine and that some people need them to live a normal life.
- Become aware of professionals who are involved with medicines
- Know and understand some simple safety rules about medicines, tablets, solvents and household substance at home and at school
- Begin to know that all substances can be harmful if not properly used: a) know that what you put on your body affects it
- Know that what you put in your body affects it
- Know who to go to for help or to communicate feelings, concerns or questions at school and at home
- Discuss own attitudes and responses towards medicines, alcohol and tobacco including advertising presentations.

The drug education programme is also relevant to the Science scheme of work and it is recognized that other aspects may best be delivered through other subject contributions, topic work or discretely through Health Education or cross curricular themes. For example: Health: Psychological Aspects, Safety, Personal Hygiene, Health related exercise, Family Life Education, Sex Education, Food Nutrition, Environmental Health. Careers: Decision making, Self Awareness, Professionals who work with medicines. Citizenship: Rights and Responsibilities, Family, Economic and Industrial Understanding: Being a consumer, Media and Advertising Presentations, Economic Concepts. Skills: Communication, Problem Solving, Personal and Social Skills. Values and Attitudes: Respect, Beliefs and Values, Rights and Responsibilities. Teachers will also respond to issues as and when they arise in an everyday context.

Procedures are in place to deal with the unlikely, but possible, occurrence of a drug related incident.

# Sex and Relationships Policy

## Context

Bluecoat C of E Primary School is an Early Years specialist school with a Christian ethos, which offers a safe, secure, and caring environment within which children from 0 to 11 years old can grow and learn. Through our teaching we will focus on equipping children with the confidence, skills, knowledge and understanding necessary to make informed choices about the issues they face in every area of their lives. We will create a learning environment in which they can safely challenge their limitations and explore the opportunities the world has to offer. We believe that appropriate teaching and learning experiences help adults and children lead happy and rewarding lives.

Sex and Relationship Education (SRE) is an integral part of the PSHE curriculum and this policy should be regarded in relation to its links with other school policies including, PSHE, equal opportunities, safeguarding, teaching and learning, health and safety and bullying.

This policy was developed by the PSHE Leader in consultation with the Head Teacher, Governors and school nursing staff. It takes account of the DFEE 'Sex and Relationship Education Guidance' (DfEE 0116/2000).

## What is the purpose of teaching Sex and Relationship Education in our school?

As stated in the DFEE SRE Guidance (DFEE, 2000), the objective of sex and relationship education is:

*“to help and support young people through their physical, emotional and moral development... help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.”*

In light of this, the term 'Sex and Relationships Education' is used in this policy to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. SRE has three main elements:

### **Attitudes and values**

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

- developing critical thinking as part of decision-making.

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

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

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

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

### **What do we teach in Sex and Relationships Education in our school?**

The SRE programme at Bluecoat is tailored to the age and the physical and emotional maturity of the children. Topics and themes will be revisited taking account of the children's development and needs. SRE is delivered within a whole school approach, which includes discrete curriculum time for SRE as well as time in other curriculum areas, e.g. PSHE and Science.

In EYFS and Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves. Life processes are discussed including the physical and emotional changes that take place at puberty, why they happen and how to manage them, and how a baby is born (this is linked to the Science curriculum).



## **SRE Organisation and Teaching**

The PSHE Leader will oversee the overall planning and delivery of the SRE programme. Class teachers are responsible for the delivery of SRE as part of the planned PSHE programme. Non-teaching staff may be involved in a supportive role in SRE lessons and also play an important, informal pastoral support role with children. In addition to the teaching methods outlined in the Teaching and Learning Policy, some SRE lessons will be taught in single sex groups.

The SRE programme may also be supported by a range of outside organisations and visitors who enhance the delivery of the programme and provide relevant and specialist information, for example the School Nurse. However, this will supplement rather than replace teacher led delivery. All visitors will be police checked prior to contact with any children. All input from outside agencies will be negotiated and agreed with staff in advance. All visitors are supervised/ supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff and pupils, which will be used to inform future planning.

## **Dealing with Sensitive Issues**

### ***Dealing with Questions***

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

### ***Ethnic and cultural diversity***

At Bluecoat we recognize that different ethnic and cultural groups may have different attitudes to SRE. The school will consult children and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups, as appropriate.

### ***Varying home backgrounds***

We recognise that our children may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatization of children based on their home circumstances.

## ***Sexual Identity and Sexual Orientation***

At Bluecoat we recognise that pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose of preventing and removing prejudice. We believe that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

## ***Child Protection***

Children occasionally make personal disclosures, either in class or to individual teachers. The School's Safeguarding Policy provides guidance for teachers on this matter and should be referred to in conjunction with this policy. Child protection procedures must be followed in accordance with this policy when any disclosures are made.

## **How do we work in partnership with Parents and Carers**

The school is committed to working with parents/carers. Parents/carers have a right to withdraw their children from SRE lessons which fall outside those aspects covered in the compulsory National Curriculum Science programme of study. Parents/carers wishing to exercise this right are asked to contact the Head Teacher who will explore their concerns. The Head Teacher may liaise with governors, other members of the Senior Leadership team and/or the PSHE coordinator when addressing a parents' desire to withdraw a child from Sex and Relationship Education lessons. Once a child has been withdrawn she/he cannot participate in SRE until the request for withdrawal has been removed.