



Langton Primary School

Personal, Social and Health Education (and Citizenship) Policy

**Adopted by: Full Governing Board
Spring1 2022**

Review date: Spring1 2025

Our Vision

Our vision is for Langton to be an excellent school, where outstanding practice and a nurturing ethos enable every child to thrive.

Our Mission

To achieve our vision, pupils, parents, staff and governors work in partnership to provide a safe and sustainable learning environment, delivering excellence and equality for all. Children develop their independence and resilience and are prepared well for the future through the provision of a creative curriculum and a wide variety of extra-curricular opportunities.

Our Values

Excellence:

At Langton Primary School, excellence is being the best we can be in everything we do.

Respect:

At Langton Primary School, respect is listening to others and appreciating diversity, caring for all people and our environment.

Nurture:

At Langton Primary School, we care for, support, and encourage everyone to bring out the best in us all.

Creativity:

At Langton primary School, creativity means that we show imagination, thoughts and skills in our work and play.

Collaboration:

At Langton Primary School, we work together in order to achieve more.

Resilience:

At Langton Primary School, we are proud and we do our best at all times and overcome tough times together.

Contents

Our school approach to PSHE (and Citizenship) in the curriculum.....	3
Definition:	3
Aims	4
Outcomes:	4
Statement of Responsibilities of all Stakeholders:	4
The Governing Board	4
The Headteacher.....	5
The PSHE Co-ordinator	5
Parents / Carers	6
Equal Opportunities	6
Confidentiality	6
Complaints.....	6
Child Abuse and Protection Procedures	6
Related Policies	7
Monitoring and Evaluation	7

Our school approach to PSHE (and Citizenship) in the curriculum.

Definition:

Personal, Social and Health Education (PSHE) is a planned programme of learning through which pupils acquire the knowledge, understanding, skills and strategies they need to manage their lives now and in the future. As part of the whole school approach, PSHE education helps pupils to develop the qualities and attributes they need to thrive as individuals, family members and members of society. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE association Sep 2014).

Citizenship education (this now includes financial education) is a planned programme of learning through which pupils acquire the knowledge, skills and understanding to prepare them to play a full and active part in society. It should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Pupils should be equipped with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Aims

1. To know and understand what constitutes a healthy lifestyle;
2. To be aware of safety issues;
3. To understand what makes for good relationships with others;
4. To have respect for others;
5. To be independent and responsible members of the school community;
6. To be positive and active members of a democratic society;
7. To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
8. To develop good relationships with other members of the school and the wider community.

Outcomes:

Our Outcomes are in line with the NYCC “PSHE and Citizenship Entitlement, planning and assessment tool”. Our planning is taken from the NYCC PSHE Guidance with Core themes being as follows.

Term	Theme
Autumn 1	Me and My Relationships
Autumn 2	Keeping Myself Safe
Spring 1	My Healthy Lifestyle
Spring 2	Me and my Future
Summer 1	Becoming an active citizen
Summer 2	Moving on

Statement of Responsibilities of all Stakeholders:

The Governing Board

The Governing Board has a responsibility to ensure that statutory obligations regarding PSHE (and Citizenship) are being met and that the school has an up-to-date PSHE policy that describes the content and organisation of PSHE. The PSHE subject leader via the Headteacher will provide reports to the Governing Board on progress in PSHE when requested to enable them to carry out their monitoring responsibilities. The policy will be reviewed at least every three years or sooner if necessary.

The Governing Board has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain.

The Governing Board has the responsibility through the statutory guidance ‘Keeping children safe in education’ (2021) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of PSHE are to:

- Work with governors to ensure compliance with the statutory requirements
- Liaise with the PSHE co-ordinator to ensure the effective delivery of PSHE within the curriculum is being monitored
- Keep the Governing Board fully informed of provision, issues and progress around PSHE issues
- Act upon any concerns which may arise from pupil's disclosure during PSHE sessions
- Monitor staff training requirements in relation to effective teaching and learning of PSHE
- Ensure parents/ carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme
- Lead Safeguarding, Child Protection and SMSC.

The PSHE Co-ordinator

The school has a co-ordinator for PSHE to coordinate the different strands whose responsibilities are to;

- Ensure the implementation and quality of long term and medium term PSHE schemes of work
- Ensure that all staff are confident in the skills to teach PSHE, as trained, confident and competent staff are essential to raise standards in RSE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues.
- Consult with pupils to inform provision around PSHE and use the schools' Growing up in North Yorkshire survey results to inform planning
- Access appropriate training
- Monitor and advise on PSHE organisation, planning and resource issues across the school. Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with any service provision to support aspects of PSHE
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Year 5/6 teacher who likewise will liaise with the Headteacher to ensure parents/carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme.

Parents / Carers

Langton School will aim to work in active partnership with families, value their views and keep them informed of the PSHE provision, including signposting to supporting websites to enable them to talk to their children about a range of issues: e.g. growing up, sexual health, substance misuse, e-safety etc. If a parent/carer has any concerns about the PSHE provision then time should be taken to address their concerns. Families can be invited to review the resources and can contact the Headteacher with any queries or concerns.

The Parental Right to withdraw their child from Relationships & Sex Education (RSE) lessons is included in the RSE policy. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from RSE lessons. Under the new guidance for Relationship Education, Relationship & Sex Education and Health Education (DfE 2021), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Parents will be notified in writing of the programme and the content for RSE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or Class Teacher who will explore their concerns. If a child is withdrawn they will be provided with alternative work for the duration of the lessons; they should not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

Equal Opportunities

PSHE and Relationship & Sex Education will be provided to all pupils with consideration of any particular needs (see Single Equalities Policy) responding to the diversity of children's cultures, faiths and family backgrounds.

Confidentiality

All staff and outside agencies will follow Langton Primary School's Confidentiality Policy and procedures set out therein.

Complaints

All staff and outside agencies will follow Langton Primary School Complaints Policy and procedures set out therein.

Child Abuse and Protection Procedures

If a member of staff is concerned about a child's welfare, they will discuss their concerns with the Head Teacher. Consultations and/or referrals will be carried out in accordance with guidance given on the CYC Child Protection Procedures. Staff will follow the school's protocol as set out in the child abuse section of the Child Protection Policy.

Related Policies

- Child Protection Policy (CP)
- Relationship & Sex Education Policy (RSE)

Monitoring and Evaluation

This policy will be reviewed every three years. Regular monitoring of teaching and learning activities, current resources and staff training will be undertaken by link governor visits.