



Langton Primary School

**Personal, Social and Health Education (and
Citizenship) Policy**

**incorporating
Sex & Relationship Education**

**Adopted by: Full Governing Body
Summer2 2018**

Review date: Summer2 2021

References:

This policy has been produced in consultation of the following documents:

Advice from the Department of Education

<https://www.gov.uk/government/publications/personal-social-health-and-economiceducation-pshe/personal-social-health-and-economic-pshe-education>

The Ofsted report, 'Personal Social Health Education – Not yet good enough' published in May 2013 <https://www.gov.uk/government/publications/not-yet-goodenough-personal-social-health-and-economic-education>

North Yorkshire Personal Social Health Education (PSHE) and Citizenship planning and assessment tool Key Stages 1-2 – FRONTER nycc.

Consultation:

- The document was drafted by the PSHE coordinator and PREVENT coordinator.
- Staff and Governors have been consulted.
- Reviewed at least every 3 years.
- The policy will be available on the website and/or on request.

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

Definition:

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 Body

The governing body 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 body on progress in PSHE. The policy should be reviewed at least every three years or sooner if necessary.

The governing body 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 body has the responsibility through the statutory guidance ‘Keeping children safe in education’ (2015) 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 body 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 SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme
- Lead Safeguarding, Child Protection and SMSC.

The PSHE Co-ordinator (Rosemary Laverack)

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 SRE
- 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 SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE 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/carers 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 SRE lessons needs to be included in the SRE policy. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Parents will be notified in writing of the programme and the content for SRE 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.

2. Our school approach to Sex and Relationships Education in the curriculum

Definition:

Sex and Relationship Education should enable young people to make responsible and well-informed decisions about their lives. It helps support children through their physical, moral, social, emotional and cultural development. Teaching firmly embedded in PSHE, will help children learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

It will be taught sensitively. For this reason, it will be taught with regard to the age, maturity and cultural background of the pupils concerned. It will be taught in partnership with the school nurse in a sensitive and thoughtful environment with pastoral support available where required. The responsibility for the provision of Sex and Relationship Education lies with the Headteacher and will be delivered with the approval of the governors, the support of the parents and the PSHE subject leader.

Aims

1. To support pupils' physical, emotional and moral development by providing them with clear information and opportunities to relate this to wider considerations.
2. To help pupils understand and accept the changes which are taking place in their bodies.
3. To enable pupils to explore their own and others feelings, views, attitudes and values towards Sex and Relationships Education.
4. To help pupils understand, at a level appropriate to their age, the connections between stable, sexual relationships, marriage and family life and how all relationships must be respected.
5. To foster the emotional development of the pupils in an atmosphere of care and confidence.
6. To ensure there is no prejudice or stigmatisation of children based on home circumstances.
7. Sex and Relationship Education will be delivered in the context of family life.
8. To teach Sex and Relationship Education in line with NYCC guidance.
9. To monitor, evaluate and review the Sex and Relationship Education policy on a regular basis, taking into account the views of teachers, parents and pupils.

10. To protect pupils from inappropriate teaching and materials.

Guidelines

1. At Langton, we will deliver Sex and Relationship Education through the PSHE framework and in line with the National Curriculum for science.
2. We will talk to pupils individually, in groups and as a class as is appropriate when questions or issues arise. We will answer any questions we are asked informally as we consider appropriate for the pupils. This will be used to inform future provision.
3. Appropriate staff will teach formal sex education to Year 6 in line with the science topics 'Life Cycles' and 'Human Body'. The teaching will be a mixture of whole class and groups and where appropriate split by gender.
4. We will build the self-esteem of girls and boys and mutual respect through all aspects of everyday life at Langton.
5. All parents will be invited to meet with staff (at least one week before the children are taught), view any teaching materials and state any concerns or issues about format, content and resources. Parents will be made aware of their right to remove their child from Sex and Relationship Education and will be offered support in talking to children about issues linked to Sex and Relationship Education.
6. All teaching materials will be available to teachers, parents and governors prior to being used.

Equal Opportunities

PSHE and Sex and Relationship 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 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.

Use of Visitors

Where visitors and outside agencies are involved, their contribution will be planned as part of an overall programme of Sex and Relationship Education. Their contribution will complement the teaching already taking place in the school and adhere to this policy. The school will be responsible in ensuring that all visitors involved in S.R.E. are made aware of the schools Sex and Relationship Education Policy.

Monitoring and Evaluation

This policy will be reviewed every three years. This will include evaluation of teaching and learning activities, current resources and staff training and the use (if any) of outside visitors.