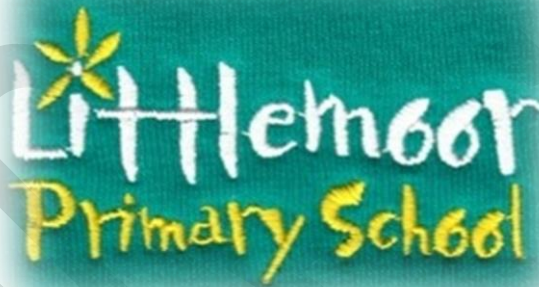




Littlemoor Lane, Oldham, OL4 2RR

Personal, Social, Health Education and SRE Policy combined



Draft copy

Draft copy approved by: C.Kelly

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Aims and Objectives:

Personal, Social, Health Education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our children and staff to play a positive part in contributing to the life of the school and the wider community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. This aids in their development of sense of self-worth and belonging. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education are to enable the children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of the school and wider community
- Enjoy and achieve all aspects of learning

Teaching and Learning:

We use the Jigsaw PSHE Approach which encompasses mindfulness, and it is developed through the 'Calm Me' time in each session. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions. Jigsaw PSHE brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is a whole school approach, with all groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

Weekly Celebrations

The weekly celebration is the same for each year group. These are designed to draw out a key theme from each week and reinforce its application, trying to ensure the Jigsaw learning is translated into behaviour and attitudes and not confined to the lesson slot on the timetable.

Weekly Celebration sheets are copied and displayed in each classroom and communal area. The focus for the week is shared at the start of the week during the KS1/KS2 assembly; e.g. "Help others to feel welcome".

Throughout the week practitioners look out for the specific focus and complete the celebration sheets ahead of the Friday assembly. During the celebration assembly, awards are given to those who have been recognised for their extra efforts towards the focus.

In EYFS PSHE is taught and facilitated through 'A Unique Child'. PSED is a Prime Area of the EYFS Curriculum and is a focus within all that we do. PSED in EYFS includes promoting self-confidence and self-awareness, managing feelings and behaviour and making and building relationships. PSED is about making connections and is strongly linked to PSHE and SRE policy combined

play. PSED is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

Organisation:

At Littlemoor PSHE is organised through the use of the Jigsaw Curriculum, assemblies and through topic themes where appropriate. Drugs and SRE (Sex Related Education) are also taught through the Jigsaw Curriculum and in some instances as discrete sessions.

We also develop PSHE through activities and whole-school events e.g. school council meetings, through visits from external agencies such as the Police and Road Safety Officers.

Teaching PSHE to Children with Special Needs:

At Littlemoor we facilitate the teaching and learning of PSHE and Citizenship to all children, whatever their ability. PSHE forms part of the Curriculum Policy, providing a broad balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all children to progress. All learning is differentiated as appropriate to need, with some children accessing specific targets that are linked to PSHE and EHCs; and where appropriate advice and support from external agencies will be sought.

At Littlemoor Primary School we also offer support through the Pastoral Team for children with specific emotional needs ensuring that the most vulnerable children at our school are supported.

Sex and Relationship Education (SRE):

'Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.' SRE Guidance DFEE 2000.

The specific SRE part of the curriculum is taught through the Changing Me Puzzle of the Jigsaw Curriculum.

The aims of Sex and Relationship Education at Littlemoor:

- To develop knowledge and understanding about growth, development and human reproduction
- To promote the value of loving relationships and of family life
- To foster self-esteem, self-awareness and a sense of moral responsibility
- To develop the skills to avoid and resist unwanted sexual experience (including e safety)
- To encourage exploration of values and attitudes.

It will be:

- developmental and appropriate to the age and stage of the child
- available to all pupils
- provide information and knowledge
- challenge beliefs and highlight misconceptions
- help the child to form positive attitudes and values
- examine opinions and concepts and encourage discussion in a controlled, secure and safe environment.

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- develop awareness, respect and responsibility for oneself and for others
- promote the skills necessary for effective communication
- encourage positive behaviour
- equip each child with the assertiveness skills necessary to enable them to make choices.

A variety of resources are used including suitable and appropriate picture cards, resource sheets, and animations that are used to enhance teaching and learning. The animations of the female and male reproductive systems provide a strong visual resource to enable the children to understand how the body changes and develops in puberty and are to be used where the teacher feels appropriate and necessary. Vital preparation learning is covered in previous puzzles to build children's self-esteem, to enhance their own sense of self and instil the importance of healthy relationships. It is also designed to develop assertiveness skills in how to keep themselves safe, respected and valued. It is an essential part of the holistic approach to SRE and learning.

In Year 5 and 6 we also invite health professionals and other trained agencies to work with children and staff around SRE. Eg: School Nurses, University tutors, Betty's Bus etc. All year groups will access NSPCC: PANTS resources when teaching important messages around keeping safe; like their body belongs to them and they can talk to other people if worried or upset.

Involvement of Pupils and Parents/Carers and Governors:

All parents are provided with details of how to access the policy on the website on admission to the school. The policy has been written and approved by Parent/Governor and Staff representation. Pupil voice is collected through Littlemoor's school council. If further information is required Parents/Carers are welcome to access the Jigsaw resources or leaflets and information can be requested.

Withdrawal from SRE lessons

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996). Parents have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Links to Science:

PSHE lessons are linked closely to the Science National Curriculum and the following is compulsory;

Year 1:

Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals

Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores

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Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2:

Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive

Sc2/2.1b identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats

Sc2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Sc2/2.3a notice that animals, including humans, have offspring which grow into adults

Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3:

Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4:

Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans

Sc4/2.2b identify the different types of teeth in humans and their simple functions

Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5:

Sc5/2.2a describe the changes as humans develop to old age.

Year 6:

Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.

Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Safeguarding:

All staff need to be aware that sometimes disclosures may be made during SRE sessions and if this is the case, then the School Safeguarding and Child Protection Policy would be followed. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

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