

# PSHE INCLUDING SEX EDUCATION POLICY



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| Committee            | Teaching & Learning |
| Statutory Policy     | Yes                 |
| Policy on Website    | Yes                 |

**Personal, Social, Health and Economic Education (PSHE) Policy;**  
Including Sex and Relationships Education (SRE) and Drugs education.

## **1 Introduction**

1.1 All schools must provide a curriculum that is broad, balanced and meets the needs of all children. A PSHE curriculum promotes the spiritual moral, cultural, mental and physical development of children at the school and of society, and prepares them for the opportunities, responsibilities and experiences of later life.

1.2 The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

1.3 This policy is informed by the following documents:

- existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000);
- **SRE supplementary guidance** ( Sex Education Forum/ Brook/ PSHE Association, March 2014);
- **Preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013);
- **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012);
- **Safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013); and
- **Equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

## **2 Aims of the SCARF PSHE Programme**

2.1 The SCARF PSHE scheme centres on a 'Growth Mindset' approach, promoting positive behaviour, mental health, wellbeing, resilience and achievement.

- 2.2 There's now a proven link between children's health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social and Health Education (PSHE) are critical to ensuring children are effective learners. These skills and attitudes are essential tools for unlocking children's potential, helping to raise achievement and closing the gap in educational attainment.
- 2.3 Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. 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.
- 2.4 The SCARF programme is strongly linked to the memorable life skills sessions which are delivered in a mobile classroom on an annual basis (the Life Caravan). Life Education takes a three-strand approach addressing children's knowledge, skills and attitudes, and our programmes are aligned with the National Curriculum (Citizenship, PSHE Education), covering all Key Stages.
- 2.5 SCARF materials provide wide range of opportunities for children to develop and demonstrate their skills relating to the English Spoken Language statutory requirements: Children should be taught to:
- Listen and respond appropriately to adults and their peers.
  - Ask relevant questions to extend their understanding and knowledge.
  - Use relevant strategies to build their vocabulary.
  - Articulate and justify answers, arguments and opinions.
  - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
  - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
  - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
  - Speak audibly and fluently with an increasing command of Standard English.
  - Participate in discussions, presentations, performances, role play, improvisations and debates.
  - Gain, maintain and monitor the interest of the listener(s).
  - Consider and evaluate different viewpoints, attending to and building on the contributions of others.
  - Select and use appropriate registers for effective communication
- 2.6 Scarf lesson plans contribute to the following Science curriculum objectives:
- Y1 Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

- Y1 Animals including humans (Non-statutory guidance) Children should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
- Y2 Living things and their habitats (Non-statutory guidance) Children should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.
- Y2 Animals including humans Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Y2 Animals including humans Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.
- Y2 Animals including humans (Non-statutory guidance) Children should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.
- Y2 Animals including humans (Non-statutory guidance) Children should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help children to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult..
- Y3 Animals including humans 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.
- Y3 Animals including humans (Non-statutory guidance) Children might research different food groups and how they keep us healthy and design meals based on what they find out.
- Y4 Living things and their habitats Recognise that environments can change and that this can sometimes pose dangers to living things.
- Y4 Living things and their habitats (Non-statutory guidance) Children should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.
- Y5 Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Y5 Animals including humans Describe the changes as humans develop from birth to old age.
- Y5 Animals including humans (Non-statutory guidance) Children should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Y5 Animals including humans (Non-statutory guidance) Children could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
- Y6 Animals including humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

- Y6 Animals including humans (Non-statutory guidance) Children should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
- Y6 Animals including humans (Non-statutory guidance) Children might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.
- Y6 Evolution and inheritance Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

2.7 SCARF lesson plans contribute to the following Geography, History, Music, Art and Design and Physical Education and Religious Education learning intentions:

- To deepen understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments;
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- To use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- To know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation;
- To ensure that all children lead healthy active lives;
- To promote spiritual, moral, social and cultural development (SMSC).

### **3 Sex and Relationships Education**

3.1 Definition of SRE:

‘SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

3.2 Effective SRE can make a significant contribution to the development of the personal skills needed by children if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. It is important to note that the SRE at our school sits within the school’s values framework and that we consider it vital to do this work in partnership with parents and carers. We are mindful that parents/carers do have the legal right to withdraw their children from the SRE that is part of the PSHE Programme, whilst we hope they do not feel the need to do so.

3.3 Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the headteacher 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.

#### **4 Confidentiality and Child Protection Issues**

4.1 As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

4.2 Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. 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.

#### **5 Monitoring and Evaluation**

5.1 The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

5.2 This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.