



Le Cateau

Community Primary School

Policy for Personal, Social, Citizenship and Health Education (PSHE) and Sex and Relationships Education

SECTION I: PSHE

Rationale

PSHE provision at Le Cateau enables pupils to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Provision is tailored to meet the needs of our pupils and address local, national and global priorities. PSHE is key to the promotion of the spiritual, moral, social, cultural (SMSC) as well as the mental, emotional and physical development of pupils at the school.

Sex and relationships Education is explained in detail in section II. British Values are addressed in the British Values Position Statement.

Aims

The ethos of Le Cateau is intrinsically linked to the PSHE curriculum; the whole school aims to reflect the clear relationship between the two. Our core values of respect, empathy, positive attitudes, cooperation, curiosity, motivation, enjoyment, perseverance, resilience, responsibility, honesty, independence - as well as our motto "Equally Important, Equally Different" - permeate the curriculum and are specifically addressed through PSHE. This is interwoven with, and in addition to, the Fundamental British Values (please see British Values Position Statement). Through discrete planned lessons, additional curriculum experiences, collective worship and the contribution of other subjects we provide opportunities for children to:

- ❖ Enjoy their learning
- ❖ Develop self-esteem, resilience and self confidence
- ❖ Develop strategies and skills to help them navigate challenging situations
- ❖ Think for themselves and take responsibility for their actions
- ❖ Develop emotional literacy
- ❖ Draw on personal thoughts, feelings and experiences
- ❖ Develop a safe and healthy lifestyle
- ❖ Learn to keep themselves and others safe, including on-line
- ❖ Develop and maintain positive relationships with others
- ❖ Respect the differences between people
- ❖ Develop independence

- ❖ Prepare to play an active role as citizens in the future as part of local, national and global communities and organisations.
- ❖ To be able to express thoughts and feelings appropriately
- ❖ To respond assertively where appropriate
- ❖ To develop an understanding of what constitutes bullying, including on-line and homophobic bullying and how to challenge and prevent this
- ❖ To debate and discuss controversial issues in a sensitive and informed manner
- ❖ Make choices and decisions that impact on their own lives and the lives of others
- ❖ Consider the short and long term consequences of choices made
- ❖ Consider social and moral dilemmas
- ❖ Find information, advice and help
- ❖ Prepare for, understand and cope with change
- ❖ Actively participate in a wide range of experiences across and beyond the curriculum
- ❖ Develop and understand the importance of positive values.
- ❖ Understand what constitutes British Values (democracy, the rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs and those of no faith) while learning about cultural and religious diversity.

Please see appendix 3 for a full list of skills to be developed through PSHE.

Guidelines

As stated above, PSHE provision will be delivered across four strands:

1. Discrete PSHE provision


- ❖ Regular planned opportunities with clear learning objectives taken from the scheme of work (Appendix 1), supplemented by other relevant materials where appropriate. The scheme of work for PSHE is available on the school network and the subject leader's file. It is also published on the school website. It is based upon elements taken from the suggested framework from North Yorkshire LA and the PSHE Association.

2. Contribution of other subjects

- ❖ Cross-curricular lessons with clear links to PSHE i.e. science, R.E., P.E, drama and English
- ❖ Teachers seek to make links with other subjects across the curriculum wherever appropriate
- ❖ General teaching: the teacher and other adults as role models and a classroom climate that creates expectations of appropriate social behaviour and interaction

This policy should be considered in conjunction with other policies including: anti-bullying, expected behaviour, SRE (see below), health, equalities, equal opportunities, swimming, physical activity, Computing and collective worship.

3. Additional curriculum experiences

- ❖ Collective worship (whole school, key stage, class assemblies)
 - ❖ Use of visitors and visits (e.g. the police, school nurse)
 - ❖ Sporting and team activities
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- ❖ Community projects
- ❖ School Council activities
- ❖ Concerts and events
- ❖ Charity support and fundraising
- ❖ Anti-bullying week
- ❖ SEND support
- ❖ After school and lunchtime clubs
- ❖ Parental involvement
- ❖ Expert tuition e.g. Bikeability, Crucial Crew, Community Support Officer presentations
- ❖ Residential visits (Year 5/6)
- ❖ Target setting (setting and achieving goals, including focussed mentoring)
- ❖ Road Safety Week
- ❖ E-safety Curriculum topic and parent presentation

4. Behaviour around school

Management of behaviour is dealt with in the Expected Behaviour Policy, in conjunction with which this policy should be considered. We aim to be positive in our management of behaviour, actively seeking out opportunities to reward children for socially appropriate and safe behaviour throughout the school day. This includes during lessons, playtimes, lunchtimes and when moving around the school building. Through PSHE lessons and discussion with groups or individuals, we aim to improve pupils' ability to manage their own behaviour effectively. Please see the behaviour policy for further details. Expectations are made explicit through the use of:

- ❖ School aims and values
- ❖ Rules
- ❖ Class Identity
- ❖ Class Targets
- ❖ Individual pupil targets (Focussed Mentoring)
- ❖ Role modelling
- ❖ Reward systems
- ❖ Learning Mentor
- ❖ Peer Mentors

Assessment

There is no statutory requirement for end of key stage assessment. Some aspects of SRE and health education, which are statutory elements of the science National Curriculum, need to be assessed according to science attainment targets. Assessment of PSHE takes place in accordance with the school assessment procedures for foundation subjects. Continuity and progression in PSHE is ensured through the use of appropriate learning objectives taken from the scheme of work.

Feedback to parents takes place termly through Focus Mentor Meetings and annually in a written report.

Resources



The PSHE scheme of work, adapted from the PSHE Association model for the New National Curriculum and guidance from North Yorkshire LA, provides a coherent and progressive programme of lessons. It is divided into EYFS, KS1 and KS2 and further sub-divided into Year groups: Year 1, 2, 3, 4, 5 and 6. Each year group is allocated appropriate Learning Objectives. The scheme of work is available on the school network and subject leader's file.

The scheme of work is supplemented by the other relevant materials and/or with the support of outside agencies and specialists where appropriate. A number of resources are on-line. CHIPS lessons are resourced through books kept in the PSHE leader's classroom.

Updated: April 2018

Next review date: April 2019

M Buckle

PSHE subject leader

SECTION II: Sex and Relationships Education (SRE)



Le Cateau Primary School – Ages 3-11

Members of staff responsible:

I Mottram (head teacher)

M Buckle(PSHE leader)

A Cafferty(Deputy Head, SEND co-ordinator) and Kate Maxwell (Deputy Head and SENCO)

SRE at Le Cateau

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, and sexuality. Pupils gain accurate information, develop skills and form positive and healthy beliefs, values and attitudes. Pupils will understand how to build and maintain positive, enjoyable, respectful, loving and non-exploitative relationships, to stay safe on and offline and to take responsibility for their body, relationships and well being. SRE education is delivered within the school's nurturing and sensitive ethos and approach, underpinned by our values and as part of our PSHE curriculum (see PSHE section of policy). This policy should be considered in conjunction with: PSHE, RE, behaviour, anti-bullying, safeguarding and Computing (e-safety).

Description of Setting;

The school is situated on an army garrison. Approximately 70% of the school population is made up of children whose parents are serving in the forces. Many of the children will only spend a maximum of three years within the school before they move as a result of regimental moves or through retirement. These children regularly experience a parental absence which may last up to nine months. The religious background is substantially Christian although approximately 8% of the school's population is a mix of Nepalese, Fijian or other nationality. (*Reference special needs*)

How was the policy formulated.

Information was gathered through:

- Local Authority guidance.
- Attending the 'Sex and Relationships education' course run by North Yorkshire Local Authority.
- Consultation with parents via the school website.
- PHSE Association recommendations
- Downloading resources such as: Stonewall CHIPS and videos; NSPCC PANTS campaign and Shareaware; Expect Respect toolkit, Media Smart body image; Busy Bodies; Puberty and Sexuality (NHS Leeds) and resources available on Fronter from North Yorkshire PSE team.
- Government Guidance: Sex and Relationships Education guidance for schools (2000) and Sex and relationships Education for the 21st Century.
- 'Growing up in North Yorkshire' data.

Aims and objectives



Pupils will:

- Develop an awareness, understanding and respect of self.
- Develop understanding, awareness, tolerance and respect for others and their views.
- Learn about the value of positive relationships
- Learn the value of love, care and relationships that are healthy, equal and safe.
- Recognise and challenge stereotypes
- Learn to manage emotions and relationships
- Learn to value difference and challenge prejudice
- Learn how to recognise and avoid abuse, control and exploitation
- Learn how and where to seek help
- Learn about a range of relationships and sexualities, including Lesbian, Gay, Bisexual and Transgender and to challenge homophobic language and attitudes.
- Learn about physical and emotional development at appropriate stages, including appropriate terminology to refer to genitalia and reproductive organs
- Learn that their body belongs to them and they can say who has access to it
- Learn and implement strategies to keep safe, on and offline.
- Learn about human reproduction

Moral and Values Framework

SRE should be delivered within a clear moral framework based on the following principles:

- Self respect.
- Respect towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Taking account of other people's feelings.
- Mutual support and co-operation
- Truthfulness and honesty.
- Accepting responsibility for the consequence of our own actions.
- The right of people to hold their own views.
- Not imposing our own views on other people.
- Not infringing the rights of other people.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality within legal parameters.
- The right to accurate information about sex and relationships issues.
- An entitlement to an appropriate and balanced SRE.
- The right to access helping services.

Sex and Relationships Education Programme

It has three main elements

- Attitudes and values
Children should learn:
 - The importance of values and individual conscience and moral considerations.
 - The value of family life, stable and loving relationships for the nurture of children.
 - The value of respect, love and care.
 - To explore, consider and understand moral dilemmas.



- To develop critical thinking as part of decision making.
 - To challenge stereotypes and gender expectations.
 - To challenge homophobic language and attitudes.
- Personal and social skills
Children should learn:
 - To manage emotions and relationships confidently and sensitively.
 - To develop self respect and empathy for others.
 - To make choices based on an understanding of difference and with an absence of prejudice.
 - To develop an appreciation of the consequences of choices made
 - To manage conflict.
 - How to recognise and avoid exploitation and abuse, including in an on-line context.
 - Recognise and develop strategies and skills for dealing with pressure.
 - To develop the skills and knowledge to be assertive and to be able to seek and access appropriate help.
- Knowledge and understanding
Children should:
 - Learn about and understand physical development at appropriate stages.
 - Understand human sexuality, sexual health, emotions and relationships.
 - Where to access advice and support services.
 - That pregnancy can be avoided.

The scheme of work is organised to meet the recommended PSHE Association framework for PSHE and Citizenship within the New National Curriculum 2014 for Key Stage 1 and 2. SRE is embedded within the PSHE scheme of work.

Staff leading SRE sessions will establish 'ground rules' with the group/class being taught at the outset of any session. Confidentiality and sensitivity will be discussed as part of this. All staff have received child protection training. Where appropriate, staff will use a 'deflective statement' (see 'Specific Issues', below).

Organisation

The responsibility for co-ordinating SRE lies with the PSHE subject leader in conjunction with the Senior Leadership Team.

- Staff training and relevant resources will be needed to enable staff to properly plan and implement the SRE programme.
- The school will need support in planning their use of resources so that adequate in-service training is made available and taken up.

Year group activities should be delivered where appropriate as part of the science and RE curriculum or as a PSHE lesson as listed in the PSHE scheme of work. The activities,



objectives and resources allow for progression throughout the school. (See PSHE scheme of work, appendix I and relevant parts of RE and Science schemes of work).

Information and materials for sessions will be made available for each year group as year group packs and on the school network and can be supported with other appropriate resources and educational material. Resources to be used in the delivery of SRE will be viewed and approved by school governors and the head teacher.

Where appropriate, some identified groups may be specifically targeted for intervention, for example a discussion on periods with 'early developing' Year 4 girls. This input will be delivered by an appropriate member of staff. The pupils will be withdrawn from class for the sessions. Parents will be informed and invited to discuss the content of any such sessions with the head teacher prior to any sessions taking place.

In year 5 and 6 aspects of knowledge and understanding is delivered by the class teachers during discussions and with the use of an online video ('Busy Bodies'). Issues covered during these sessions include:

- Body parts
- Puberty
- Hygiene and keeping clean
- Periods
- Sexual relationships
- Conception
- Pregnancy
- The law and sex
- Organisations that help and give advice to children

The following areas should be discussed in response to children's questioning during single sex discussions with the year 5 and 6 teachers and the head teacher:

- Miscarriage, still birth and abortion
- Giving birth
- Contraception
- Sexual behaviour
- Sexual language
- Sexually transmitted diseases, HIV and AIDS

Every child is entitled to participation as part of the Science National Curriculum. The Education Act 1993 gives parents the right to withdraw their child from any or the entire schools sex education programme, other than those elements which are required by the National Curriculum Science order. Prior to these sessions, parents will be invited to view resources and discuss the content of the sessions with the staff responsible and the head teacher.

Procedures for Monitoring and Evaluation

- The School will release the Postholders to enable them to monitor staff planning, work alongside colleagues and ensure that the planned curriculum for Relationships



and Sex Education is being fulfilled.

- The Governors will review the policy on receipt of the schemes of work.
- Pupils' understanding will be assessed as part of each session, through discussion, questioning or the outcomes of set activities. Opportunities for pupils to assess their own understanding will be built in to sessions where appropriate. Pupils will be given the opportunity to feedback and make suggestions about the SRE curriculum where appropriate before, during or at the end of units of work. This information will be fed back to the subject leader for PSHE and, in turn, to the head teacher. The scheme of work can then be adapted where appropriate and as needed.
- The 'Growing up in North Yorkshire' data will be reviewed annually and the PSHE/SRE scheme of work adapted as appropriate in response to needs identified.

Specific Issues:

- The school's SRE policy and PSHE scheme of work should be made available for parents to review and give feedback. These are available on the school website.
- Prior to the delivery during year 5 and 6 parents should be given an outline of the activities to be covered in SRE provision. The school will inform parents of the Sex Education resources used in Year 5 and 6 and invite parents into school for a preview. Parents wishing to discuss specific aspects of the planned curriculum are invited to make an appointment with the Head teacher and have the right to withdraw their children from individual sessions or the entire programme.
- The school will not directly promote any sexual orientation.
- Where staff are challenged by an inappropriate question or question of which they are not certain as to the correct response, they will use a deflective statement: "That's a really interesting question. We will come back to that later." This will enable the member of staff to consult a member of the SLT, this policy or appropriate authority for guidance before responding.

Dissemination of the Policy

The Sex and Relationships Education Policy is available on the school website. Paper copies of The Sex Education Policy will be kept in the School Policy File held by all teaching staff and a copy of this file is available for Parents to read. Governors hold a Policy File also.

Updated: April 2017

Next review: April 2019

M Buckle

PSHE Subject Leader

Next review date: April 2019 (or as appropriate, pending changes in government legislation)

