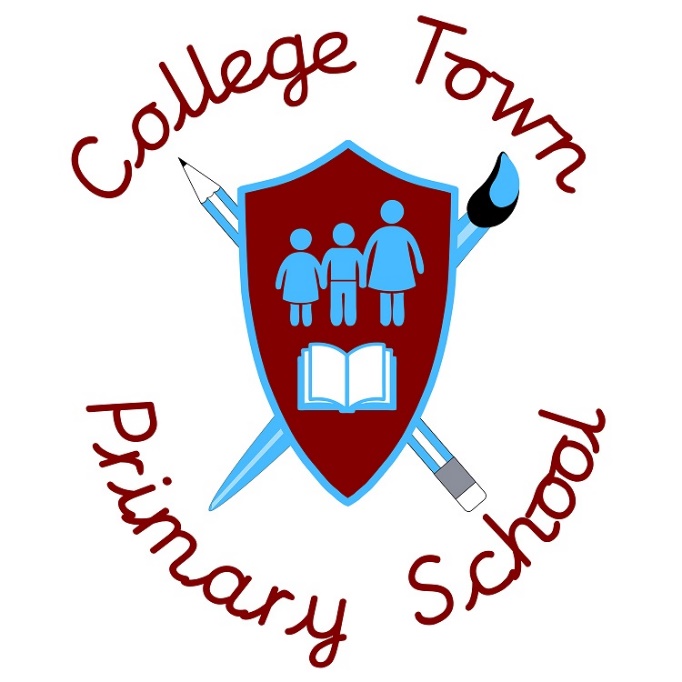
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**Personal, Social, Health and Economic (PSHE) including Sex and Relationship Education (SRE) Policy**

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| --- | --- |
| Approved Date | May 2017 |
| Approved At | Curriculum |
| Date of Next Review | May 2019 |
| Statutory | YES- SRE  NO- PSHCE |
| Adopted from Bracknell Forest | NO |

**Aims of PSHE**

PSHE aims to develop the whole child encouraging him or her to develop self-esteem, respect and care for oneself, other people, property and the environment. We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals within the community.

Pupils 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.

At College Town Primary School, we encourage and support the children to develop skills, attitudes, values and behaviour which will enable pupils to:

* Have a sense of purpose
* Value self and others
* Form relationships
* Make and act on informed decisions
* Communicate effectively
* Work with others
* Respond to challenge
* Be an active partner in their own learning
* Be active citizens within the local community
* Become healthy and fulfilled individuals.

**Teaching and learning styles**

In Foundation stage pupils learn to recognise and name feelings and express positive qualities about themselves. They develop skills to manage feelings in a positive and effective way and develop confidence in sharing their views and opinions, they learn to set themselves simple goals and make choices about some aspects of their health and well-being. Pupils identify and respect differences and similarities between people, recognise how their behaviour affects other people and that bullying is wrong and know how to get help dealing with it. They will learn how to solve problems and make independent choices.

PSHE and Circle time should not be delivered in isolation but firmly embedded in all curriculum areas. The main content is delivered once a week. PSHE and Circle time is normally delivered by class teachers and active learning methods, which involve a child’s full participation, are used. A range of activities are used to support the learning such as:

* Assemblies
* Circle time
* timetabled PSHE sessions
* working in pairs, trios/small groups
* whole class discussion
* using drama role play
* use of puppets
* use of stories/poems/pictures

In Key Stage 1 and 2, children are taught using the Jigsaw framework which builds on and embeds what children have already begun to learn in the foundation stage. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of work. Teaching strategies are varied to engage all learners and to support differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme called ‘Puzzles’ at the same. Each puzzle has an introductory class assembly which generates a focus for the children to work on.

There are six puzzle pieces that progress in sequence from September to July (See Appendix A). Each puzzle has six pieces (lessons) that work towards an ‘end product’ in order to assess the children’s progress and understanding. Each piece has two learning intentions-one based on specific PSHE learning, which covers the non-statutory framework for PSHE education and the other is based on emotional literacy and social skills. This enables children to cope with everyday issues that may arise from living in today’s society such as, body image, and cyber bullying and internet safety. Children in both Key Stage 1 and 2 cover the same puzzles but at their own level of learning and class teachers differentiate according to the needs of their class.

In the foundation stage, class teachers deliver weekly PSHE lessons lasting approximately 45 minutes. These lessons are following the same sequence as in Key Stage 1 and 2 so children can continue to learn, develop and build on skills they may have already encountered or developed.

**Drugs Education**

We will also provide a high quality drugs education which will be closely linked to the science curriculum and implemented during a weekly session. We will provide accurate information about a range of drugs, including medicines. We explore attitudes and develop skills in making decisions about drugs and how to stay safe. We will have a clear and agreed understanding among everyone in the school community about the implications and possible consequences of drug use/misuse. The topic of drugs is taught through the Jigsaw Framework using the ‘Healthy Me’ framework and allows children to understand the use of medicines.

**ESafety**

We also cover topics such as safety on the internet, this is closely linked to the ICT curriculum and implemented during weekly sessions. More information can be found in the ICT policy regarding this.

**Assessment**

Children in the Foundation Stage are currently assessed every 6 weeks against the PSED statements taken from the Early Years Curriculum (See Appendix B); these are broken down into three areas: Making relationships, Self Confidence and Self-Awareness, and Managing Feelings and Behaviour. Teachers continually make observations about each child and these are recorded in each child’s learning journey. At the end of the year teachers are asked to make a final judgement about each child in relation to the Early Learning Goals and are recorded as the following: Emerging, Expected, Exceeding. These judgements are informed by the observations made throughout the year and by the class teacher’s sound knowledge of each individual child.

Children in Key Stage 1 and 2 use the Jigsaw Framework, where in each Puzzle there is a built in assessment, this allows the Class teacher the opportunity to formally assess each child. There are three level descriptors for both Year Groups; Emerging, Developing and Secure. At the end of each puzzle children have the opportunity to reflect on their own learning by evaluating the progress the think they have made and then through having a conversation with the class teacher the child is able to complete the evaluation box and the teacher is able to assess the child using the online school reporting system. This allows the chance for reflection and discussion on how to progress further in the next puzzle piece.

Appendix A: Long term overview for Key Stage 1 and 2 and EYFS

Appendix B: Foundation Stage Development Matters for PSED

Appendix C: National Curriculum guidance for PSHE (Key Stage 1 and 2)

Appendix D: SRE Policy

College Town Primary School P.S.H.E long term overview-Key Stage 1

Appendix A:

|  |  |
| --- | --- |
| **Term** | **Topics to be covered following the Jigsaw Scheme** |
| Autumn 1 | Being me in my world |
| Autumn 2 | Celebrating Differences |
| Spring 1 | Dreams and Goals |
| Spring 2 | Relationships |
| Summer 1 | Healthy Me-(link with Healthy lifestyles and Walk to school Week) |
| Summer 2 | Changing Me |

Appendix B: Foundation Stage development matters Personal, Social and Emotional Development

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Area of Learning | 30 – 50 Months  Development Matters | 40 – 60+ Months  Development Matters | Em | Dev | Sec | ELG’s | NC |
| Making relationships | * Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children * Initiates play, offering cues to peers to join them. * Keeps play going by responding to what others are saying or doing. * Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | * Initiates conversations, attends to and takes account of what others say. * Explains own knowledge and understanding, and asks appropriate questions of others. * Takes steps to resolve conflicts with other children, e.g. finding a compromise. |  |  |  | *Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.* |  |
| Self-confidence and self-awareness | * Can select and use activities and resources with help. * Welcomes and values praise for what they have done. * Enjoys responsibility of carrying out small tasks. * Is more outgoing towards unfamiliar people and more confident in new social situations. * Confident to talk to other children when playing, and will communicate freely about own home and community. * Shows confidence in asking adults for help. | * Confident to speak to others about own needs, wants interests and options. * Can describe self in positive terms about abilities |  |  |  | Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. |  |
| Managing feelings and behaviour | * Aware of own feelings, and knows that some actions and words can hurt others’ feelings. * Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. * Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. * Can usually adapt behaviour to different events, social situation and changes in routine. | * Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they upset them. * Awareness of the boundaries set, and of behavioural expectations in the setting. * Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. |  |  |  | Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |  |

Appendix C:

**National Curriculum guidance for PSHE (Key Stage 1 and 2):**   
Personal, social, health and economic education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Sex and relationship education

Sex and relationship education (SRE) is an important part of PSHE education and is statutory as of September 2019 in all schools.

The link to the statutory guidance can be found here: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf>

Appendix D:

**Sex and Relationship Education Policy**

At College Town Primary School, Sex and Relationship Education (SRE) will be taught as part of our PSHCE and Science programme in a sensitive way, with regard for children’s age and understanding. We will promote the importance of caring families.

**Definition of SRE:**

SRE Guidance (DfES 2000) provides the following definitions:

“It 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 sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.”

SRE has three main elements:

• **Attitudes and values**

– learning the importance of values and individual conscience and moral considerations;

– learning the value of family life, marriage, and stable and loving relationships for the nurture of children;

– learning the value of respect, love and care;

– exploring, considering and understanding moral dilemmas; and

– developing critical thinking as part of decision-making.

• **Personal and social skills**

– learning to manage emotions and relationships confidently and sensitively;

– developing self-respect and empathy for others;

– learning to make choices based on an understanding of difference and with an absence of prejudice;

– developing an appreciation of the consequences of choices made;

– managing conflict;

– learning how to recognise and avoid exploitation and abuse.

• **Knowledge and understanding**

– learning and understanding physical development at appropriate stages;

– understanding human sexuality, reproduction, sexual health, emotions and relationships;

*Sex and Relationship Education Guidance, DfES 2000*

Key Stage 1

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main external parts of the human body, including the sexual organs: penis and vagina. They will also be able to explain that people grow from young to old.

Key Stage 2

By the end of the Key Stage 2, pupils will have had the opportunity to express their views and respect those of others. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring). Children will also learn about the impact of technology and social media and how this can impact on relationships and how to stay safe online.

We intend that skills and knowledge attained in College Town Primary school will form the basis of future learning. We intend that SRE will enable children to grow up healthily and confidently, knowing about the emotional and physical effects of a changing and growing body so that they may be able to protect themselves and ask for help and support if needed.

We believe SRE will help children develop:

• Confidence in talking

• Skills in listening to others

• Thinking about feelings

• Self-esteem

• Assertiveness

• Friendship skills

**Aims**

1 To foster children’s self-respect, self-esteem and self-worth with an understanding of their rights over their own bodies.

2 To teach that humans can produce babies and these babies grow into children and then into adults.

3 To establish mutual respect and care within their relationships.

4 To give children the confidence to ask questions which can be answered simply and straightforwardly using appropriate language, which they can understand.

**Withdrawal from SRE lessons**

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 (see below). 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.

**National Curriculum Science (2014)**

By the end of Key Stage 1

Pupils will be able to:

• recognise and compare the main external parts of the human body

• recognise similarities and differences between themselves and others and treat others with sensitivity

• identify and share their feelings with others

• recognise safe and unsafe situations • identify and be able to talk with someone they trust

• recognise that their feelings and actions have an impact on others

• make a friend, talk with them and share feelings

• use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

• that animals, including humans, grow and reproduce

• that humans and animals can produce offspring and these grow into adults

• the basic rules for keeping themselves safe and healthy

• about safe places to play and safe people to be with

• the needs of babies and young people

• ways in which they are similar and different from others and that they have some control over their actions and bodies

• why families are special for caring and sharing

Pupils will have considered:

• why families are special

• the similarities and differences between people which help to make them unique

• how their feelings and actions have an impact on other people

By the end of Key Stage 2

Pupils will be able to:

• express opinions, for example, about relationships and bullying

• respect other people’s viewpoints and beliefs, for example their parents and carers

• recognise their changing emotions with friends and family and be able to express their feelings positively

• identify adults they can trust and who they can ask for help

• be self-confident in a wide range of new situations, such as seeking new friends

• form opinions that they can articulate to a variety of audiences

• recognise their own worth and identify positive things about themselves

• balance the stresses of life in order to promote both their own mental health and well-being and that of others

• discuss moral questions

• listen to, and support their friends and manage friendship problems

• recognise and challenge stereotypes, for example in relation to gender recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

• that the life processes common to humans and other animals include growth and reproduction

• about the main stages of the human life cycle

• some of the physical changes that take place during puberty, why they happen and how to manage them i.e. personal hygiene routines.

• the many relationships in which they are all involved

• where individual families and groups can find help

• how the media impacts on forming attitudes

• about keeping themselves safe when involved with risky activities

• that their actions have consequences and be able to anticipate the results of them

• about different forms of bullying people and the feelings of both bullies and victims

• why being different can provoke bullying and know why this is unacceptable

• about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

• the diversity of lifestyles

• others’ points of view, including their parents’ or carers

• why being different can provoke bullying and why this is unacceptable

• when it is appropriate to take a risk and when to say no and seek help

• the diversity of values and customs in the school and in the community

• the need for trust and love in established relationships. (\*relates to RSE)

**Dealing with Difficult Questions**

Both formal and informal RSE arising from pupils’ questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later in order to find an appropriate time for responding. College Town Primary School believes that individual teachers must use their skill and discretion in this area and refer to their school Designated Safeguarding Lead (DSL) if they are concerned.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child’s needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person’s health drop-in service for an answer, or seeking advice from the specific school’s PSHE Co-ordinator.

College Town Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

**Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE.

**Elements of SRE within Personal, Social, Health and Citizenship Education**

These are non-statutory, by the time the children leave College Town Primary School we would like them to:

· know that humans develop at different rates and that babies have needs

· be able to name parts of the body

· understand the concepts of male and female

· know about personal safety e.g. rights over own bodies, good and bad touches

· begin to develop simple skills and practices which help maintain personal safety

· appreciate ways in which people learn to live & work together (listening, discussing, and sharing)

· understand the importance of valuing oneself and others

· begin to recognise the range of human emotions and ways to deal with these

We use the Jigsaw Scheme of Work for PSHCE to help ensure development of skills, at age appropriate levels. For further information please see the PSHCE policy.

In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about some rituals and traditions associated with birth, marriage and death and talk about the emotions involved. We follow the Bracknell Forest Agreed Syllabus for RE (2012-2017).

The children enjoy topics linking all aspects of the curriculum, including such themes as growth, new life, families and homes. We also deal with issues raised by the children, involve parents or other agencies as necessary.