

HOLLINS GRUNDY PRIMARY SCHOOL



Happiness, Health and Respect for Confident, Creative Learners

Personal, Social, Health, Citizenship & Emotional Education Policy

Reviewed May 2018

1. Introduction

1.1 The school's Personal and Social Health and Citizenship Education curriculum (PSHCE) and will help children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

2. Rationale

2.1 At Hollins Grundy Primary School we believe that PSHCE, will help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

2.2. Other school policies are relevant to our provision of PSHCE: SRE, Child Protection, Confidentiality, Behaviour, Anti-bullying. This PSHCE policy will be made available to staff on the school network and on the school website.

This part of our PSHCE policy is the responsibility of the governing body and has been devised through discussion with staff, parents and governors.

3. Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary.
- To counteract or correct misunderstandings.
- To foster self-worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities
- Develop interpersonal and communication skills
- Develop positive values and a moral framework that will guide their decisions and behaviour
- Develop understanding of the value of Family life, of marriage and stable relationships as a positive environment for bringing up children
- Respect themselves and others, their views, backgrounds, cultures and experiences

- Develop loving, caring relationships based on mutual respect
- Recognise and avoid exploitative relationships
- Value, care for and respect their bodies

4. Provision

4.1 We consider PSHCE to be a continuous process of learning. All adults working with young people have a part to play in supporting the delivery of PSHCE.

The objectives of the PSHCE Curriculum will be primarily delivered in:

- Designated lessons, circle time, focused events, health weeks
- Other Curriculum areas, especially , English, RE and PE
- Enrichment Activities, especially our assembly programme, visits from the Life Education Centre, social skills groups, involvement in schools trips and adventurous activities

5 Teaching Methodologies

5.1 Ground Rules: It is essential that PSHCE is carried out in a safe, non-judgemental environment where adults and young people are confident that they will be respected. Specific ground rules will be established at the beginning of any PSHCE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

5.2 Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHCE as young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for PSHCE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents or other sources of support, such as health professionals. When answering questions, we shall ensure that personal revelation of behaviour or attitudes by adults or pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated Child Protection teacher in line with school policy.

5.3 Distancing Techniques

In order to reduce embarrassment and protect young people's privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without reference to personal experience. For example, we will use DVDs, use of puppets to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

5.4 Inclusion

We understand the importance of ensuring that all young people in our school receive their entitlement to PSHCE. We will carefully consider gender, culture, learning needs, sexual orientation and background when planning and delivering PSHCE, whilst having regard to statutory duties.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the PSHCE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another
- We will not seek to gain consensus, but will accept and celebrate difference
- We will encourage respect and discourage exploitation
- We will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to PSHCE. We will review our PSHCE provision to ensure that all those with additional needs are provided for. When working with young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and body image
- The need to involve all staff including ancillary staff and carers in policy development, planning and training
- The management of personal care
- Clarity about sources of support for pupils

6. Assessment, Reporting and Recording

6.1 Notes will be taken of individual responses to SRE units of study and included in assessment of progress in personal and social development.

7. Child Protection

7.1 All staff are aware of, and trained in, child protection procedures.

8. Staff Support and Development

8.1 It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support or visiting professionals may be asked to assist with delivery of the curriculum.

10. Governing Body

10.1 PSHCE is within the remit of the Curriculum sub-committee

11. Monitoring and Evaluation

11.1 The coordinator will monitor coverage and the effectiveness of this policy within the framework of the school monitoring timetable.

12. Parents' Rights to withdraw their child/ren

12.1 Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. This right does not extend to the content of the PSHCE policy which will be delivered to all children in line with the school's duties under equality law.

YR

- How can I be a good friend?
- What can I do when friendships go wrong?

Development Matters:

Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.

Ensure children have opportunities to relate to their key person, individually and in small groups.

Provide activities that involve turn-taking and sharing in small groups.

- What do I feel and how can I tell other people?
- What are the different emotions I might feel?

Development Matters:

Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely.

Provide activities that require give and take or sharing for things to be fair.

Use Persona Dolls to support children in considering fair ways to share and get on with each other.

Involve children in agreeing codes of behaviour and taking responsibility for implementing them.

Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others.

Carefully prepare children with SEN, such as those with autistic spectrum disorder, for any changes to their routine.

- When can I help myself and when should I ask for help?
- What does my body look like?

Development Matters:

Plan opportunities, particularly after exercise, for children to talk about how their bodies feel.

Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.

- What do I need to do to keep clean and healthy?

Development Matters:

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

- When should I say 'No' and how should I say it?
- What can families be like?
- Why are families important?

[Ofsted Subsidiary Guidance on homophobic bullying – Jan 2014](#)

Do pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong

Do pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'

Do pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)

Year 1 & Year 2

- Who is special to me and why?
- What are my friends like and how are we different and how are we similar?
- What can I do when friendships go wrong?
- What are the different emotions I might feel?
- Who can I share my emotions with?
- What can I do to look after my body?

National Curriculum Science: (Year 2)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.

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

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

- What are my responsibilities now I'm older?
- What can families be like?
- Why are families important?

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Do pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)

Y3 & Y4

- What can I do when friendships go wrong?
- How do people live their lives differently to me?
- Why is it important to stay clean?
- What can I do for myself to keep clean and healthy?

National Curriculum Science: (Year 3)

Pupils should be taught to:

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

Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

They might research different food groups and how they keep us healthy and design meals based on what they find out.

- What does it mean to be grown up?
- What am I responsible for now and how will this change?
- How do my actions and emotions affect the way others feel?
- Who can I talk to about the way I feel?
- What can families be like?
- Why are families important?

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Y5 & Y6

- What qualities do I value in people; both those I know and those who are my role models?
- What practical methods can I use to maintain and improve my relationships?
- What sort of relationships do I have and how have they changed?
- What does it mean to respect others, especially other lifestyles and beliefs?
- How can I stop germs spreading?
- How can I express my feelings positively as I grow up?
- What should adults think about before they have a baby?
- Why are love and trust important?
- What can families be like?
- Why are families important?

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Do pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'

Do pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)

Do pupils think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.

APPENDIX 2

Curriculum Timetable

Reception

Content	Term
How can I be a good friend?	Autumn
What can I do when friendships go wrong?	Autumn
What do I feel and how can I tell other people?	Autumn
What are the different emotions I might feel?	Autumn
When should I say 'No' and how should I say it?	Spring
What can families be like?	Spring
Why are families important?	Spring
When can I help myself and when should I ask for help?	Summer
What do I need to do to keep clean and healthy?	Summer

Year 1 & Year 2

Content	Term
Who is special to me and why?	Autumn
What are my friends like and how are we different and how are we similar?	Autumn
What can I do when friendships go wrong?	Autumn
What are the different emotions I might feel?	Autumn
Who can I share my emotions with?	Autumn
What are my responsibilities now I'm older?	Spring
What can families be like?	Spring
Why are families important?	Spring
What can I do to look after my body?	Summer

Year 3 & Year 4

Content	Term
What can I do when friendships go wrong?	Autumn
How do people live their lives differently to me?	Autumn
How do my actions and emotions affect the way others feel?	Autumn
Who can I talk to about the way I feel?	Autumn
What does it mean to be grown up?	Spring
What am I responsible for now and how will this change?	Spring
What can families be like?	Spring
Why are families important?	Spring
Why is it important to stay clean?	Summer
What can I do for myself to keep clean and healthy?	Summer

Year 5

Content	Term
What qualities do I value in people; both those I know and those who are my role models?	Autumn
What practical methods can I use to maintain and improve my relationships?	Autumn
What sort of relationships do I have and how have they changed?	Autumn
What does it mean to respect others, especially other lifestyles and beliefs?	Autumn
How can I express my feelings positively as I grow up?	Autumn
Why are love and trust important?	Spring
What can families be like?	Spring
Why are families important?	Spring
How can I keep my growing and changing body clean?	Summer
How can I stop germs spreading?	Summer

Year 6

Content	Term
What qualities do I value in people; both those I know and those who are my role models?	Autumn
What practical methods can I use to maintain and improve my relationships?	Autumn
What sort of relationships do I have and how have they changed?	Autumn
What does it mean to respect others, especially other lifestyles and beliefs?	Autumn
How can I express my feelings positively as I grow up?	Autumn
Why are love and trust important?	Autumn
What can families be like?	Autumn
Why are families important?	Autumn
How can I keep my growing and changing body clean?	Summer
How can I stop germs spreading?	Summer
Why are love and trust important?	Summer