

Slaithwaite CE J & I School



Personal, Social & Health Education Policy

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Slaithwaite C of E Junior and Infant School

Slaithwaite C of E J & I School is located in a rural area and this has inspired us to be environmentally sustainable. Children are aged from four years old to eleven years old. We have a range of different economic classes within our catchment area.

As a church school we promote Christian values whilst respecting and being sensitive to all other faiths. Please see our church charter that we have used to promote a faith sensitive and inclusive relationship education. We provide a safe, healthy and enjoyable learning environment. Every child is motivated and challenged to achieve their potential. We build children's confidence to deal positively with life's challenges and changes. Everyone is cared for valued and respected.

At Slaithwaite J and I school we work very hard to promote positive behaviour and develop children's skills for life by using the '5 R's'. These are Reflection, Relationship, Responsibility, Respect and Resilience. By supporting children to develop good relationships, showing respect to others and resources, taking responsibility for their actions or leading something, teaching them to reflect on their actions, work and relationships and to develop resilience to have a 'can do' attitude and to keep trying when something is not easy.

We combine our PSHE education with citizenship education, however throughout our curriculum we strive to create as many opportunities as possible for children to become global citizens who are reflective and moral about their own and other communities.

Aims of PSHE

- 'Raises pupils' confidence and self-esteem by reminding pupils and teachers of the importance of respecting everyone as an individual and appreciating effort;
- Offers an especially supportive climate for learning;

- Provides a foundation for acquiring the skills needed to learn and grow up at ease with oneself;
- Increases pupil motivation and deepens their understanding through providing relevant opportunities for 'real-life' learning;
- Improves pupils ability to reflect on and become responsible for their own learning;

How Will The Aims Be Achieved?

As a school we are using the PSHE Education programme of study as recommended by the PSHE Association as a whole school approach. As a whole school we also deal with issues straight away as a child led approach - listening and responding to the children's own voice.

The Needs of Pupils

- Teachers will tailor the PSHE Programme according to the age, physical and emotional maturity, gender and the cultural and social needs of our pupils.
- All staff will aim to meet the needs of children quickly and effectively by responding to each individual child.

Teaching and Learning

- Teaching is done in class groups by teachers and support staff.
- Teachers and support staff will try to use the social model approach when teaching children to help develop children capability to be reflective, empathetic and to increase inclusion and celebrate everybody's differences. This will occur through circle times and small group social circles.
- Other teaching methods vary according to the age of pupils. PSHE is also delivered through the hidden curriculum by **all** our staff.
- Teaching is done using a spiral curriculum so that three whole school themes are revisited throughout the school, throughout the year these are:
 - Health and Wellbeing (September/October)
 - Relationships (November/December)
 - Living in the Wider World (January/February)

- Health and Wellbeing (February/March)
- Relationships (March/April)
- Living in the Wider World (June/July)

However these themes do cross over into each other depending on different children's needs.

Content

- Curriculum content supports the learning objectives set out in schemes of work. The scheme of work ensures that content and learning objectives are developmental. Special attention is given to preparation for transition from one key stage to another. The school works closely with the High School throughout year 6.
- Our school council tries to meet every 3 weeks and discuss issues raised by children. They take an active part in decision making and bring thoughts/ideas to the meetings.
- Our school has "Health Week", "Anti-Bullying Week" and "Children's mental Health Week" annually.
- Children in Year 5 have Puberty/Changes talk (please see RSHE Policy for further information)
- Children in Year 6 have Sex Education (Please see RSHE Policy for more information).
- Each classroom has a reflective corner that tries to develop child led problem solving and is a nurturing area to help children's emotional wellbeing, as well as being an area for children to clam down in.
- We also have a nurturing / sensory area that has been developed in the cabin for small groups to work in to develop social skills and help build on children's emotional wellbeing.

Continuous Professional Development and Training

- The school recognises and is committed to the professional development of its staff.
- One teacher in each key stage are currently undergoing extra training and guidance provided by Kirklees on the new RSHE curriculum, this will be completed in October 2020.
- All staff have undergone PREVENT training in November 2019.

- One teacher in each Key stage, have completed a course to develop anti-bullying practice as a whole school approach using the social model practice with the Anti-bullying Alliance.
- All staff undergo performance management and are part of a whole school CPD programme.
- The school was awarded Investors in pupils in 2008.
- The school was awarded Investors in People in 2004.

The Use of External Support

The school uses various external agencies including:

School nursing

Various charities e.g NSPCC

The ladder group-supporting families at home

Northorpe Hall Children's mental health and wellbeing team

Local police officers

Educational Psychologist

Early help referrals

Monitoring and Evaluation

Teaching staff regularly evaluate/assess pupils assess pupils responses, school council reflect on issues at meetings. The Head monitors all aspects of PSHE, through teachers planning, display and behaviour monitoring etc.

Links to Other Policies

The PSHE policy links into other policies and protocols, for example:

- Child Protection Policy & Procedures
- Confidentiality Policy
- Sex and Relationship Education Policy
- Drug Education Policy
- Anti-bullying Policy
- Behaviour Policy
- P.E. Policy

The school, Parents and Community Links

The school aims to work in partnership with parents and the community. We see this as a shared responsibility for shaping the attitudes and behaviour of young people. The school operates an open door policy and deals with all outside issues promptly in a confidential way.

The Management and co-ordination of PSHE is the responsibility of Mrs E. Bradley along with all other staff in school.

Responsibility for the PSHE Policy

The Headteacher takes overall responsibility for the policy and its implementation in school. This responsibility includes liaison with the Governing Body, parents and the LEA.

Interim Review - September 2020

Full Review - September 2021

Appendix 1:

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

At Slaithwaite C of E J and I School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.