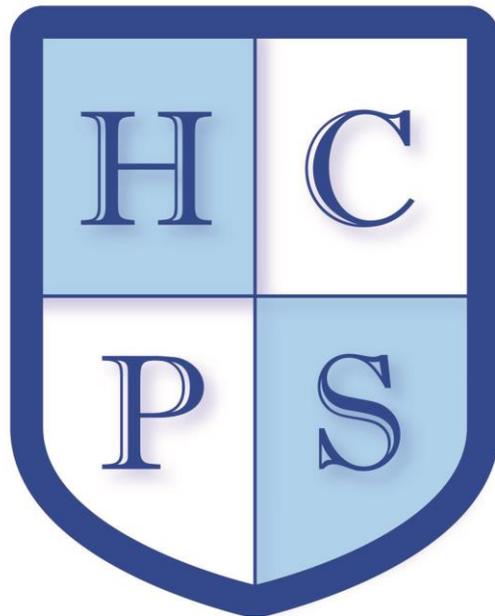


# Hunslet Carr Primary School



PSHE including SRE

**High Expectations  
Caring  
Positive Attitude  
Successful**

Policy reviewed: March 2017

Next review: March 2019

*High Expectations, Caring, Positive Attitude & Successful*

## **STRENGTHS OF OUR SCHOOL**



### **The Children**

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

### **The Community**

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

### **The Curriculum**

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

### **The Staff**

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

## **THE CURRICULUM WE HOPE TO PROVIDE**



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### **Skills**

Fluent and confident in Reading, Writing and Maths  
Communicate with confidence  
ICT skills fit for the future  
Life skills – social, money, time, cooking  
Safety skills – Swimming, healthy choices  
Problem solving skills – Patience & Resilience

### **Attitudes**

Confident, proud and independent  
The believe that 'Impossible is Nothing'  
Understand and celebrate a range of cultures  
Take responsibility for themselves & others  
Be honest and learn from their mistakes  
Respectful, caring and helpful

### **Experiences**

To have 1<sup>st</sup> hand experiences of...  
Going away on a residential trip  
Visiting a range of places of worship  
A chance to look after an animal  
Relevant trips to theatres/farms/beaches  
Taking part in public performances  
Work experiences & further education

### **Knowledge**

High school ready English & maths  
To know about local places of interest  
To know where we are in the world  
Life skills – money, time, cooking  
Information about possible careers  
To know major historical facts  
To know their own strengths

## **Purpose of the policy**

For all people connected with the school to understand the school's planned provision to promote pupils' personal and social development, including their health and well being.

### **1. Adoption**

The school governors at their meeting on **29<sup>th</sup> March 2017** adopted this policy. This is reviewed annually.

### **2. Policy Objectives**

PSHE should prepare pupils for their future lives by helping them to understand and value themselves, to develop the positive self-esteem and confidence to take increasing control and responsibility for their lives and play an active part in the community.

At Hunslet Carr Primary School we believe, in line with educational research, that self esteem and confidence are central to academic achievement.

PSHE is critical in our school achieving it's Aims as set out at the start of this policy.

PSHE supports pupils in their development, builds self-esteem, enables them to participate confidently in school life and wider society, promotes physical and emotional health and equips them with the skills and knowledge to take increasing control and responsibility for their lives. PSHE helps pupils to develop spiritual, moral, cultural and social issues that are part of growing up. We feel PSHE is a proactive and preventative tool that will impact positively upon behaviour and attitudes towards school.

### **The aims of Personal, Social, Health Education and Citizenship:**

The aims are split into 4 sections:

#### **1. Personal, Social and Emotional:**

- Develop self-awareness, positive self-esteem and confidence
- Develop independence and responsibility
- Learn to keep themselves and others safe
- Develop effective and satisfying relationships
- Learn to respect the differences between people
- Make the most of their abilities
- Be aware of safety issues and how to respond in an emergency

#### **2. Health:**

##### **Drug education**

- Be aware that many drugs have beneficial medical uses, but that substances can be harmful if not used properly
- Explore their own attitudes and values towards drugs and drug issues within their own community and culture
- Develop self-confidence, self-esteem, individually and in relationships
- Develop skills to live and cope in a drug orientated society
- Develop skills to avoid pressure, exploitation and abuse
- Develop responsibility towards themselves and each other
- Have an informed attitude about the value of moderation in alcohol consumption in adults
- Have the motivation to lead a non-smoking lifestyle

- Be able to identify appropriate sources of support.

**Sex and Relationship Education (SRE):**

- Able to make responsible and well informed decisions about their lives. Have the knowledge, skills and understanding to keep themselves and others healthy and safe.

**3. Relationships:**

- Learn the value of respect, love and care
- Learn how to participate in positive relationships in a considerate and sensitive way
- Learn how to cope with loss at the end of relationships
- Learn how to manage change, puberty, transition and loss
- Explore individual and moral issues and develop decision-making skills based upon critical thinking
- Learn to manage emotions and relationships confidently and sensitively with selfrespect and empathy
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help
- Know how to respect equality and diversity in relationships
- Begin to understand human sexuality, reproduction, sexual health, emotions and relationships

**4. Citizenship:**

- We want pupils to value truth, freedom, justice, human rights, the rule of law and the collective effort for the common good.

**Delivery and Organisation of Personal, Social, Health Education**

At Hunslet Carr Primary School, PSHE, SRE, and Drug Education are part of a whole school approach. It is addressed through:

- Weekly Ethos Question & assemblies relating to the weekly ethos question
- SEAL Resources
- A planned creative curriculum that makes links between subjects
- Circle Time
- School Council
- Police / Fire Service
- Road Safety Rangers
- Planned transition activities
- Planned lunchtime and playtime activities and games
- Involvement of community/parents/carers
- Work of the Learning Mentors throughout school
- Outside agencies

PSHE happens every minute of every day through the way pupils interact with each other, members of staff and visitors, and through the ethos of the school.

A variety of forms of provision are used in combination and at different times:

- Discrete curriculum time
- Sex and relationship education (SRE) is delivered in line with the agreed Local Authority syllabus using Channel 4 resources in KS2. (where possible by children are taught by a teacher of the same gender as them who has accessed LA training in the delivery of the materials)

Links with PSHE is also made through other subjects:

- English: communication skills, stories that illustrate aspects of personal and social interaction
- Science: drugs, sex, health, safety and the environment
- DT: health and safety, healthy eating
- History: causes and consequences of events, diversity of societies
- Geography: topical issues concerning the environment, sustainable development, land use, own locality, diversity of people and cultures
- Art and Music: diversity of cultures
- PE: health, safety, social skills through team games, playing to rules
- RE: religious and moral beliefs, values that underpin and influence personal and social issues, cultural diversity

Activities and school events:

- The school holds elections each year to elect the head boy and girl
- A School Council is run and each class has a representative
- Residential experiences undertaken in Years 4 and 6
- provide opportunities for pupils to work together and develop and maintain relationships in different circumstances
- Performances and team sports allow pupils to make the most of their abilities. For example, musical evenings, Public Speaking competition and the annual talent show.
- There also opportunities for pupils to participate in fundraising events for charity.
- A safe place to allow pupils to express their feelings and feel valued and feel included

### **Delivery of Citizenship**

Our School Council help to voice ideas and views of the children. They meet on a regular basis and take part in important decision making within the school such as:

- Helping to develop the School Rules and accompanying rewards and sanctions (as mentioned)
- Help to write the School Ethos Questions
- negotiated rules, jobs and responsibilities of pupils within each class
- links with the community police officer
- fund-raising for school and for designated charities
- links with elderly groups
- sports and Arts events

We want the children to value the environment, both natural and shaped by human activity, as the foundation of life and as a source of wonder and pleasure. We want the children to show respect for living things and for property, whether privately or communally owned.

Pupils value the well maintained environment both inside and outside the buildings, the garden with varied areas. Pupils value and respect the new school allotment, respect and value visits to farms and local areas of interest.

Pupils also participate in Citizenship through using the litter bins, links with the designated charity, regular visits to the local library, displays, parking patrol.

## **National Take Over Day**

Our school participates in National Takeover Day, where pupils throughout the school can apply to carry out the role of particular members of staff for the day. This day promotes understanding throughout the school of different roles of adults in the school and encourages pupils to think of their future aspirations.

## **Ground Rules**

All PSHE needs to take place in a situation where all pupils feel safe and secure and free from embarrassment or distress. The school rules are reviewed at the beginning of the school year. Ground rules are revised at the beginning of each PSHE session.

These rules should be set at the beginning of the year by the class and displayed in the classroom to be promoted by the teacher and the class.

## **Confidentiality**

When pupils make disclosures they are placing their trust in a teacher and acknowledging that they need help. At such a time it is not appropriate for a teacher to offer complete confidentiality. The child must be told that the information may have to be shared with other members of staff.

There are generally two situations where a breach of confidentiality by staff is justified: where there is a child protection issue, where a person is at risk of serious harm. If such a disclosure is made then the information should be passed on to a designated adult of child protection who will make a record and follow child protection procedures if necessary.

## **Sex and Relationship Education Delivery and Organisation**

In consultation with parents/carers/governors, SRE will be delivered by:

- The teaching of planned sex and relationship modules as set out by the locally agreed syllabus in KS1 and KS2
- National Curriculum Science
- RE Curriculum

SRE is taught in the first 2 weeks of January each year. Before the Christmas break parents will be told their child is about to begin a topic on SRE with a brief overview of what is to be taught. They will also be offered the chance to read and watch all the materials their children will use in the topic.

It is the legal right for carers to withdraw their children. Firstly, the class teacher will consult with carers to discuss the reasons why. If carers still choose to withdraw their children, the child and the family should not be stigmatised for the decisions they make.

The DfE will provide, on request, an information pack to parents who do withdraw their children.

## **Working with Parents, Carers, Governors and Members of the Community**

It is important that parents and carers support what we are doing in school regarding the personal, social and academic achievements of pupils. We encourage carer's involvement through our 'open door' policy, newsletters and close home/school liaison through our PSA, Carrie Brain.

Parents are also invited to attend sessions with the Learning Mentor, who introduce parents to the school curriculum and encourages them to give support to their child at home.

Parents are invited to peruse resources used for the teaching of PSHE, in particular the materials used to teach SRE.

### **Working with Visitors and Outside Agencies**

Any visitor or outside agency involved in any aspect of PSHE including Sex Education and Drug Education should be informed by the teacher of:

- The school's values and approach to the education programme
- The emotional and intellectual needs of the pupils involved
- The aims of the session
- Pupils' previous knowledge and experience

The teacher should be involved with the planning, preparatory work, follow-up work, delivery and evaluation of the visit.

Visitors to school can add an extra dimension and variety to the schools own provision.

Pupils can be actively involved by writing letters of invitation and thanks.

### **Monitoring, Evaluation and Assessment**

Pupils can be assessed in two areas:

- Knowledge and understanding
- Skills and attitudes

Teachers monitor the progress of their pupils in PSHE throughout the whole school day and in all lessons and at all times. Progress can not only be seen in lessons but in their attitudes, behaviours and actions to and in real life situations.

Teachers' assessment enables them to plan the next steps in their pupils learning.

### **Reference to Other Linked Policies**

This policy doesn't stand alone in the development of PSHE. It is linked to the following policies:

- Special Educational Needs
- Child Protection
- Behaviour
- RE
- Attendance
- Home/school agreement
- Learning and Teaching
- Assessment
- Anti-bullying