



## Personal, Social, Health and Economic Education, and Citizenship Policy

This policy is made available to all staff at Hurlingham School and to parents on request. It applies to all aspects of Hurlingham School's work, including the Early Years Foundation Stage.

### 1. Introduction

Personal, social, health and economic education (PSHEE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage pupils to play a positive role in contributing to the life of our school and the wider community, in doing so we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through participation in class management and school council. We teach them about rights and responsibilities.

PSHEE education also encompasses Sex and Relationship Education (SRE)

### 2. Objectives

- Promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Have respect for others respect for other people with particular regard to the protected characteristics under the Equality Act 2010
- Understand what makes for good relationships with others
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self confidence and self esteem, and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Improve their understanding and knowledge of money function.

### 3. Practice

All staff members deliver PSHEE and citizenship in the Curriculum. We use a range of teaching and learning styles. The schemes of work have been developed in line with the Social and Emotional Aspects of Learning (SEAL) teaching programme and the QCA national framework for PSHEE and citizenship. We place an emphasis on active learning by including the children in discussions, investigations and problem solving. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising. Pupils are able to participate in discussions, such as resolving conflict or setting agreed rules of behaviour for the classroom.

PSHEE and citizenship is taught in a variety of ways both as a discrete subject in all key stages and some of the time through other subjects. e.g. local environmental issues in geography and through our religious education lessons. We also develop PSHEE and citizenship through activities and whole school events. For example whole school, key stage and house assemblies, charity events and school council meetings. We also offer residential trips in Forms IV, V and VI, where there is a particular emphasis in developing leadership, teamwork and co-operative skills.

In Nursery and Reception classes we place particular emphasis on capitalising upon, and celebrating, children's individual abilities and talents:-

Pupils articulate what they like and dislike, what they deem to be fair and unfair (although they may appreciate that others may have different views) and what is right and wrong based on the rule of law, a Fundamental British Value. We give the children the opportunity to share their opinions on things that matter to them, and to

explain their views. Pupils learn to make simple choices to improve health and well-being; about rules for, and ways of, keeping safe; and about people who can help them to stay safe. Children learn to recognise how their behaviour affects other people. All of this daily, ongoing activity ensures that pupils master the fundamentally important Early Learning Goal regarding Personal, Social and Emotional Development.

#### **4. Sex and Relationship Education/ Drug Education**

##### **4.1 Aims**

This school believes that the essential aim of SRE and drug education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We think that SRE and drug education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

##### **4.2 Definition of a Drug**

For the purpose of this policy the following definition of a drug applies:

**“a substance people take to change the way they feel, think or behave.”**

##### **4.3 Aims of Drug Education**

The aims of Drug Education in this school are:

- Raise pupils’ awareness of the world of drugs so that they can make informed and responsible decisions about their own drug use in order to reach their full potential.
- Encourage a healthy respect for all substances taken into the body.
- Enable pupils to explore their own and other’s feeling, views, attitudes and values towards drugs and drug related issues.

##### **4.4 Content of the schools Drug Education programme**

The schools approach to Drug Education consists of:

1. It is taught through the National Curriculum Science Programme of Study.

At Key Stage 1 pupils should be taught about the use of drugs as medicines.

At Key Stage 2 pupils should be taught to relate their understanding of sciences to their personal health and that tobacco, alcohol and other drugs can have harmful effects.

2. Drug Education modules within each Key Stage delivered within a planned PSHEE programme.

At Key Stage 1 pupils learn about being safe with medicines and household substances and the basic skills for making healthy choices and following safety rules.

At Key Stage 2 pupils learn about the effects and risks of alcohol, tobacco, volatile substances and illegal drugs and basic skills to manage risky situations. They learn how to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility for their actions.

##### **4.5 Definition of sex education**

For the purpose of this policy the following definition of sex education applies as

**‘The learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex and sexuality’.**

##### **4.6 Aims of Sex and Relationship Education**

- To clarify/reinforce existing knowledge

- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

#### **4.7 Content of the schools Sex and Relationship Education programme**

The schools approach to Sex and Relationship Education consists of:

##### 1. The taught National Curriculum Science Programme of Study.

###### **At foundation stage**

- a. Children learn about the concept of male and female and about young animals.

###### **At Key Stage 1:**

- a. Animals, including humans, move, feed, grow, use their senses and reproduce.
- b. To recognise and compare the main external parts of the bodies of humans.
- c. That humans and animals can reproduce offspring and these grow into adults.
- d. The importance of personal hygiene to maintain good health.
- e. To recognise similarities and differences between themselves and others and treat others with sensitivity.

###### **At Key Stage 2;**

- a. That the life processes common to humans and other animals include nutrition, growth and reproduction.
- b. Children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby.
- c. About the main stages of the human life cycle.
- d. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

##### 2. SRE Education modules within each Key Stage delivered within a planned PSHEE programme.

###### **Foundation**

- a. They develop skills to form friendships and think about relationships with others.

###### **Key Stage 1**

- a. Children reflect on family relationships, different family groups and friendship.
- b. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- c. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
- d. They also learn about personal safety.

###### **Key Stage 2**

- a. They continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.
- b. They will develop skills needed to form relationships and to respect other people's emotions and feelings.
- c. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

#### **4.8 The delivery of Drug and SRE Education**

Drug and Sex and relationship education is delivered through science, RE, PSHEE, citizenship, English activities, and circle time. The curriculum is taught by classroom teachers in whole class or group situations using a broad variety of teaching and learning strategies such video, discussion, looking at case studies, drama and role play. Teachers use teaching methods that are age appropriate, taking into account the developmental needs of individual pupils.

#### **5. Organisation**

PSHEE is taught by the class teacher. They receive 35 minutes a week of PSHEE. The PSHEE topics are also delivered during Whole school and Key Stage assemblies. (*See Collective Worship Policy*). The Head of PSHEE plans the whole school scheme to work with the key objectives, the class teacher will then plan the individual lessons.

#### **6. Parental Involvement**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective the school provides full details of sex and relationship education on request. We answer any questions that parents may have about the sex education. Parents also have the right to withdraw their children from those aspects of sex and relationship and drug education, not included in the National Curriculum Science.

#### **7. Assessment**

Teachers assess the children's knowledge and understanding through:-

- Pupil self assessment and the opportunity for reflection
- Discussion and peer group reflection.
- Informal judgments, as they observe them during lessons.
- Teacher assessment of pupil attainment by observation and review of student written work.
- The children's progress in the subject is reported to the parents twice yearly as part of the form teacher's comments.

#### **8. Monitoring and Evaluation**

The PSHEE coordinator is responsible for supporting colleagues in the teaching of PSHEE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. They give the Head of Curriculum (the Deputy Head) an annual action plan in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. Time is also allocated to the coordinator for the vital task of visiting classes to observe teaching in the subject.

The PSHEE coordinator will review the drug and SRE provision on an annual basis through discussion with the teachers involved with the delivery of the programme and the pupils participating in it.

All resources for drug education are regularly reviewed and updated in line with the overall aims of this policy.

This policy links closely with the following school policies:-

- Healthy and Safety Policy
- Science Policy
- Behaviour and Sanctions Policy
- Anti-Bullying Policy

Date created: Autumn 2009

Date of last review: June 2019

Date of next review: June 2020