



**WEST
ST LEONARDS**
PRIMARY ACADEMY

PSHE Policy

AIMS:

This policy was developed to address the issues in relation to PSHE education improving the outcomes for children, young people and families using the SEAL and Christopher Winter schemes of work.

The school seeks to provide a safe, secure learning environment for PSHE education that enables young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.

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Rationale

At West St Leonards Primary Academy we believe that PSHE and Citizenship helps give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Success in this area of the curriculum is fundamental to the overall success of the school. All children are included by this policy and if any have challenges or barriers, including special educational needs, disabilities or potential inequalities, which could affect their successful education, then the school will make every effort to remove barriers and overcome challenges to ensure success across every cohort.

Objectives

PSHE is concerned with the emotional health, wellbeing and welfare of the pupils in our school. PSHE enables pupils to become effective learners and supports them as they move through their childhood.

PSHE helps pupils to:

- understand and manage their emotions
- become morally and socially responsible
- appreciate difference and diversity
- understand democracy
- Co-operate and share with others by building relationships within their community, and with other individuals
- Feel good about themselves by developing self-esteem and self-worth
- To sustain a healthy lifestyle and be safe
- To make informed choices now and in the future
- To understand their place in the world and the rights of themselves and others
- To prepare for change e.g. transferring to secondary school.

PSHE is also taught through aspects of the other subjects in the National Curriculum as well as SRE, SEAL, Christopher Winter Project, drugs and alcohol and e- safety programmes. The Anti-bullying policy assists in addressing the emotional health and well-being of the children. Safeguarding, Child Protection and Inclusion policies are also relevant to maintaining the health and well-being of our children.

Individual Support

Children who are identified with extra needs related to their social & emotional development benefit from support programmes and counselling. These may be delivered by Mrs Martin (Behaviour and Learning Coach) and as and when needed from outside agencies.

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If it is felt that children need extra support beyond that available in school, then parents are supported with wider referral. Most concerns would be likely to involve the class teacher as the first point of contact. The Principal, Mrs Robinson, and the child protection co-ordinator, Mrs Love, are fully trained in child protection, and parents or staff with concerns beyond daily class teacher issues, should consult with these members of staff.

Roles and Responsibilities

The Governing Body is also responsible for evaluating the success of this policy and to consider how a child leaving our school is prepared for the challenges ahead of them. The member of staff responsible for PSHE is Mrs Nicola Banks. The governor who is responsible for the teaching and learning of PSHE is

Learning and teaching, curriculum planning, monitoring, evaluation and assessment

Teaching and Learning

At West St Leonards Primary Academy, PSHE will be taught through the SEAL project, PSHE topics and the Christopher Winter Project for Drugs and Alcohol education (DATE) and Sex and Relationships Education (SRE). PSHE topics will therefore have a whole school approach which is differentiated by year group and has a progressive structure. Classes are taught predominantly by the class teacher and PSHE is often taught through topics.

- There are regular timetabled sessions for PSHE, SEAL and the Christopher Winter Project in all classes. Some are targeted at aspects of the PSHE curriculum; others use a circle-time approach and may respond to current needs.
- Classes encourage children to be open about their feelings, fostering a positive approach to mental health.
- In the Foundation Stage PSHE is related to the objectives set in the Ages & Stages document.
- Opportunities are found in other curriculum areas e.g. role play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, RE and Science, values and behaviour expected across the school.
- PSHE is underpinned by the whole co-operative learning ethos of the school and the way in which staff and pupils treat one another.
- Children are involved with talking to visitors to the school.
- Much of the curriculum is delivered through oral and practical activities including role-play and discussion. Where appropriate pupils will record their work in books, through photos or on video.
- All children are encouraged to have a voice in school and each class (from Y1) has representatives who form the School Council.

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- Citizenship is also supported directly in the local community e.g. through visits to old people's homes, charity fund-raising events, Harvest Festival food box delivery.
- A specific SRE programme (Christopher Winter project) is used in school which has progression from Y1 to Y6.
- A specific Drugs and Alcohol programme (Christopher Winter Project) is used in school which has progression from year 1 to year 6.
- Physical activity is a priority for school through PE and extra-curricular activities, and aims to lead children towards a healthy lifestyle, not just at primary school, but for their entire futures.

Circle Time

Circle time is part of our work within the SEAL project which is theme-linked. It challenges and motivates the class groups to share in the aim of promoting more positive behaviour, more responsible citizens and time to discuss feelings.

Circle time offers a safe environment in which to learn self-discipline, raise self-esteem and develop empathy and thinking skills which may lead to pupils being able to make informed choices in the future.

Children will be given the opportunity to share feelings and thoughts with peers and adults in planned circle time activities. They will be given the opportunity to discuss problems and issues, secure in the knowledge that this information will remain confidential, unless this information highlights a Child Protection issue, when the needs of the child are paramount. Such concerns should be referred to the Child Protection Co-ordinator and Head Teacher who will act appropriately. Any child who feels the need to talk to the teacher or the Emotional Welfare Officer will be given the opportunity to do so as soon as possible.

Issues and subjects raised will be expanded upon by the use of games, role-play, problem-solving exercises, questionnaires and surveys. Visual and audio visual aids will be used to further enhance these learning opportunities.

School Council

The School Council provides a forum for the children to share their views and those of their classmates about daily life in school, topical issues and to become actively involved in innovations to improve school life. It is made up of two representatives from each class (one male and one female who are elected at the beginning of the school year) starting in Year one. They meet weekly with the designated teacher (Mr Paramour). The children have opportunities to raise issues from the previous week using information collected in personal books. Minutes are taken at each meeting and relayed to each class by their representatives.

The environment for Learning

At West St Leonards Primary Academy we aim to provide a secure environment in which the children can develop skills, knowledge and confidence as they grow and learn. We actively promote an open culture where all contributions are valued equally, which allows children to freely express their opinions, views and feelings without fear of ridicule or reprisals.

Children will always be encouraged to participate as fully as possible in a wide range of activities that allow them to work independently as well as collaboratively. The class teacher will ensure that all children are working to the best of their ability.

Cross Curricular Links

PHSE and Citizenship can be taught in isolation but this is not always necessary. Staff are encouraged to make cross-curricular links with other areas of the curriculum. Cross curricular links are identified on the medium and short-term planning by the class teacher.

Monitoring and Evaluation

The monitoring of PSHE will be ongoing through short- term planning. Observations/assessments/notes will be made by the class teacher after every unit has been taught.

Global Learning

Global values are taught and developed throughout PSHE and across the school community, supporting positive relationships, familiarising the community with concepts of interdependence, development, globalisation and sustainability. Global approaches in PSHE explicitly support positive attitudes towards diversity and difference.

Staff Development

INSET may be provided in-house or by the use of external agencies. In consultation with the staff the PSHE co-ordinator will endeavour to meet both individual and whole-school needs.

Mrs Nicola Banks (PSHE Co-ordinator)

PSHE teaching at West St Leonards Primary Academy

This is the suggested scheme of work for the teaching of drug, alcohol, relationship and sex education for years 1-6 at West St Leonards Primary Academy. A program of approximately 6 lessons is planned for pupils to take place over the year. Here is an overview of each year group and the objectives it is suggested should be covered.

	Drugs and alcohol	Sex and relationships
Year 1	<p>Lesson 1: To know how to look after our bodies (staying healthy pictures)</p> <p>Lesson 2: To know how medicines get into our bodies To know why people use medicines (medicine & staying healthy pictures) To understand that some people need to take medicines all of the time to stay healthy</p> <p>Lesson 3: To know when we should take medicines and who should give them to us (people who help us photo cards) To know the rules about medicines</p>	<p>Lesson 1: Know how to keep clean and look after oneself</p> <p>Lesson 2: Know how people grow and change Understand that babies become children and then adults Know the differences between boy and girl babies (photographic pictures of n babies)</p> <p>Lesson 3: Know there are different types of families Know which people we can ask for help</p>
Year 2	<p>Lesson 1: To know what is safe or unsafe To know when something is too risky</p> <p>Lesson 2: To know that some things we put into our bodies can harm us To know some rules about keeping safe</p> <p>Lesson 3: To be able to follow safety instructions and rules at home and at school</p>	<p>Lesson 1: Talk about how boys and girls can be the same and different Understand that some people have fixed ideas about what boys and girls can Describe the difference between male and female babies (photographic pictures of new born babies)</p> <p>Lesson 2: Describe some differences between male and female animals Describe some differences between boys and girls Understand that making a new life needs a male and a female (word used: ud teats, 'privates')</p> <p>Lesson 3: Describe the physical differences between males and females Name the male and female body parts (drawn picture cards)</p>

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<p style="text-align: center;">Year 3</p>	<p>Lesson 1: To understand why some people smoke (tobacco & people smoking pictures) To know how smoking affects people</p> <p>Lesson 2: To understand what quitting smoking does to the body</p> <p>Lesson 3: To know the negative effects of smoking To be able to make the positive choice not to smoke</p>	<p>Lesson 1: Know some differences and similarities between males and females Name male and female body parts using agreed words (drawn picture cards & x-ray)</p> <p>Lesson 2: Identify different types of touch that people like and do not like (cuddling) Understand personal space Talk about ways of dealing with unwanted touch</p> <p>Lesson 3: Understand that all families are different and have different family members Identify who to go to for help and support</p>
<p style="text-align: center;">Year 4</p>	<p>Lesson 1: To know what alcohol is and how it affects the body (drinks photo cards) To understand that everyone will be affected differently by alcohol</p> <p>Lesson 2: To be able to make sensible choices about using alcohol (people drinking pictures)</p> <p>Lesson 3: To know some laws about drinking alcohol To consider ways of persuading people to drink alcohol sensibly (alcohol adverts)</p>	<p>Lesson 1: Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up (life cycle)</p> <p>Lesson 2: Know that during puberty the body changes from a child into a young adult Understand why the body changes at puberty Identify some basic facts about pregnancy (how did I get here DVD)</p> <p>Lesson 3: Know about the physical and emotional changes that happen in puberty Know that each person experiences puberty differently</p>
<p style="text-align: center;">Year 5</p>	<p>Lesson 1: To know about a range of legal and illegal drugs To have some understanding of the effects and risks of illegal drugs</p> <p>Lesson 2: To explore our attitudes to drug use To understand that all sorts of people may misuse drugs To challenge myths about drug use</p> <p>Lesson 3: To know a range of skills to resist peer pressure To have devolved some assertiveness skills</p>	<p>Lesson 1: Explain the main physical and emotional changes that happen during puberty (pictures of reproductive organs & DVD changes) Ask questions about puberty with confidence</p> <p>Lesson 2: Understand how puberty affects the body and the emotions Describe how to manage physical and emotional changes</p> <p>Lesson 3: Explain how to stay clean during puberty Describe how emotions change during puberty Know how to get help and support during puberty</p>

Year 6	<p>Lesson 1: To know what effect cannabis can have on your health and life To know the legal consequences of using cannabis</p> <p>Lesson 2: To know the effects and risks of volatile substance To know how to get and give help</p> <p>Lesson 3: To have practised communicating with adults To know how to access help and support</p>	<p>Lesson 1: Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p> <p>Lesson 2: Discuss different types of adult relationships with confidence Explain how babies are made (drawn pictures)</p> <p>Lesson 3: Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception</p>
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