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# *PSHCE and Sex Education Policy*

## **Aims and objectives**

At Oxhey Wood and Warren Dell we believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience British values and the process of democracy through direct teaching and the participation in the school council and other groups. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE and citizenship are to enable the children to:

- know and understand a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of a community, such as school;
- 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 community.

## **Teaching and learning style**

We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take

part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or the Christmas Fair), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. We recognise that at different times we may need to be reactive as well as proactive for a particular child, group, class or whole school.

### **PSHE and citizenship curriculum planning**

Each class teaches PSHE and citizenship in discrete weekly lessons. We follow the 'Jigsaw' scheme of work which ensures curriculum coverage on a whole school, group and individual level in a variety of ways. Each class from Nursery to Yr6 will follow the same half termly theme which is explored on a whole school level in assembly. This ensures that PSHE is not just taught in a discrete lesson and raises awareness of the areas covered. Sometimes, we introduce PSHE and citizenship topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Science is also another subject where a large aspect of health education is covered across the school. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons including moral codes, the legal system etc..

We also develop PSHE and citizenship through various activities and whole-school events, for example the Junior Leadership team and school council representatives meet regularly to discuss school matters. We offer residential visits in Key Stage 2 (years 5 and 6), where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

We will offer information sessions to parents to share how we embed and teach PSHE across school.

### **The Foundation Stage**

We teach PSHE and citizenship in the foundation stage as an integral part of our topic work in addition to weekly 'Jigsaw' sessions. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Ages and Stages/Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the Ages and Stages/ELGs. We also support citizenship education in the foundation stage, when we teach 'how to develop a child's knowledge and understanding of the world'.

### **Teaching PSHE and citizenship to children with special needs**

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship, teachers take into account the targets set for the children with special needs, some of which targets may be directly related to PSHE and citizenship.

For gifted and talented pupils teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

### **PSHE and citizenship and Computing**

Computing makes a contribution to the teaching of PSHE and citizenship in that children in computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. We teach children about Esafety in both computing and PSHE lessons. However, Esafety is also focussed on in other areas and not just discretely in these lessons allowing it to remain a focus.

## **Assessment for learning**

Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done using the 'Jigsaw' assessment lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year/Key Stage. Children also self-assess their work at least once a half term. PSHE data is given to the PSHE subject leader half termly by class teachers (with the expectation of Autumn1 as this is a 'settling in' period).

We encourage our pupils to keep records, in their personal record-of-achievement file or assertive mentoring folder of their contribution to the life of the school and the community.

## **Resources**

We keep resources for PSHE and citizenship in a central store, in topic boxes for each unit of work. We have additional resources in the library. Our PSHE and citizenship coordinator holds a selection of reference materials for teaching sensitive issues. Each class has its own Jigsaw chime, teddy and planning folder (also on the shared drive).

Our school's policy on sex and relationship education is based on the DfES document *Sex and Relationship Education Guidance* (DfES 0116/2000). We recognise Sex and Relationship Education as the policy's full title, but for brevity's sake we will refer in the rest of this policy simply to 'sex education'.

In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

## **Aims and objectives**

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sex abuse, and what they should do if they are worried about any sexual matters.

## **Context**

While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work in school. In particular, we teach about sex in the belief that:

- sex should be taught about in the context of a loving relationship/ marriage or family life;
- sex education is part of a wider process of social, personal, spiritual and moral education;

- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

**The National Healthy School Standard – shall we add that this has now changed to well being??**

We have achieved Enhanced Healthy School status and will continue to follow the standards and guidance; we will:

- consult with parents on all matters of health education policy;
- train all our teachers to teach about sex;
- listen to the views of the children in our school regarding sex education;

**Organisation**

We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

In science lessons, in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, in greater depth.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We send letters out to all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

**The role of parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;

- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

#### **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include religious leaders, social workers and youth workers, these people work with pupils to develop their understanding of positive relationships.

#### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

#### **The role of the headteacher**

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

#### **Monitoring and review**

The Teaching and Learning Committee of the governing body monitors the impact of our PSHCE and sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of our sex education programme.