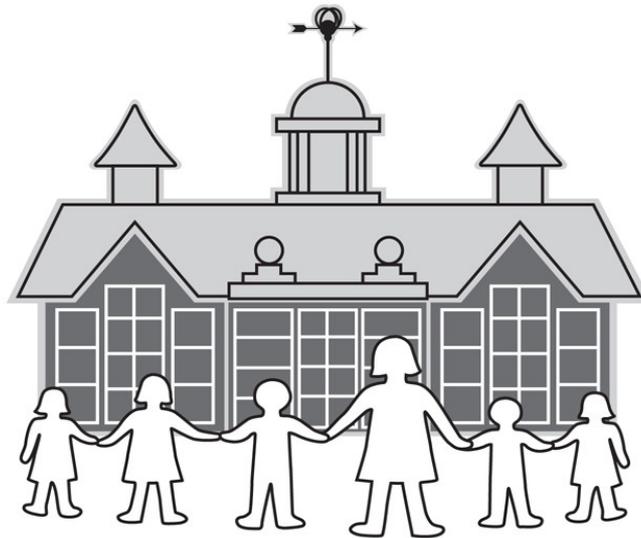


North Ealing Primary School



Personal, Social, Health Education and Citizenship Policy

Committee with oversight for this policy – Curriculum	
Policy last reviewed by the Curriculum Committee	06/03/2013
Policy last ratified and adopted by Full Governing Body	20/03/2013
Policy / Document due for review	Spring 2017

North Ealing Primary School

Personal, Social, Health Education and Citizenship Policy

Reviewed January 2013 by: Fiona Cronin (PSHE Co-coordinator)
Rachael Vowles (PSHE Co-coordinator)
Juliet Burton (former PSHE Co-coordinator)

Presented to Staff: January 2013

Presented to SMT: January 2013

Documents drawn on

- ³⁵₁₇ Previous PSHE Policy
- ³⁵₁₇ National Curriculum (*Department for Education, 1999*)
- ³⁵₁₇ Passport: A Framework for Personal and Social Development (*Gulbenkian Foundation, 2000*)
- ³⁵₁₇ Sex and Relationships Guidance (*Department for Education, 2000*)
- ³⁵₁₇ The World of Drugs (*Tacade*)
- ³⁵₁₇ Citizenship: a scheme of work for Key Stages 1 and 2 (*Qualifications and Curriculum Authority 2002*)
- ³⁵₁₇ Drug, Alcohol and Tobacco Education, Curriculum Guidance (*Qualifications and Curriculum Authority 2003*)
- ³⁵₁₇ The New Primary School Drugs Education Pack (*J. Cohen 2004*)
- ³⁵₁₇ Drugs: Guidance for Schools (*DfES, 2004*)
- ³⁵₁₇ Primary School Sex and Relationships Education Pack (*J. Cohen revised 2005*)
- ³⁵₁₇ PSHE Initial Guidance for Schools (*Qualifications and Curriculum Authority 2008*)
- ³⁵₁₇ Assessment in PSHE education (*PSHE Strategic Partners Group, 2009*)
- ³⁵₁₇ Sex and Relationship Education in Ealing Schools (*Ealing Council, 2010*)
- ³⁵₁₇ London Borough of Ealing P.S.H.E. New Scheme of Work (*2010*)

Statement of Intent

'Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.' (*DfE, 1999*)

What is PSHE?

'(PSHE) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals, as members of families and of social and economic communities.' (*QCA, 2008*)

What is Citizenship Education?

Citizenship education facilitates children in making their own decisions and taking

responsibility for their own lives and their local and wider communities.

Rationale

Personal, Social and Health Education (PSHE) and citizenship provide pupils with self-esteem, positive self-awareness and confidence to:

- ³⁵/₁₇ Stay as healthy as possible;
- ³⁵/₁₇ Keep themselves and others safe;
- ³⁵/₁₇ Have fulfilling and worthwhile experiences;
- ³⁵/₁₇ Respect the differences between people;
- ³⁵/₁₇ Develop independence and responsibility;
- ³⁵/₁₇ Play an active role as members of the school and the wider community.

Aims

At North Ealing Primary School we believe PSHE and citizenship education facilitates children to become healthier, more independent and responsible members of society. We aim to achieve this through encouraging pupils to actively participate in contributing to the life of the school and the local community.

PSHE and Citizenship will be accessible to all pupils and will encourage children to:

- ³⁵/₁₇ Feel confident and valued within a safe environment so they can express their opinions in a variety of contexts;
- ³⁵/₁₇ Develop cooperation, mutual trust and respect for the values and attitude of others;
- ³⁵/₁₇ Take responsibility for their actions by making informed choices with regard to health, safety, moral and social issues;
- ³⁵/₁₇ Be aware of safety issues;
- ³⁵/₁₇ Know and understand what is meant by a healthy lifestyle;

Our approach to our PSHE curriculum ensures that we meet the 5 strands of Every Child Matters which states every child has the right to: be healthy; stay safe; enjoy and achieve; make a positive contribution and achieve economic well-being.

Inclusion

All pupils, regardless of race, creed, gender, class, ability or disability are given the opportunity to develop their personal and social skills and understanding within a safe, supportive and inclusive environment.

Teachers should be aware of the individual and differing needs of all pupils, including those with physical, emotional and learning difficulties as well as those pupils identified (or being monitored) as able and talented.

PSHE enables pupils to learn respect and develop positive attitudes towards others.

Implementation and Organisation

PSHE and Citizenship cannot be confined to specific timetable time. A variety of

forms of provision need to be considered and planned for throughout the Foundation Stage, KS 1 and KS 2. These will include: _

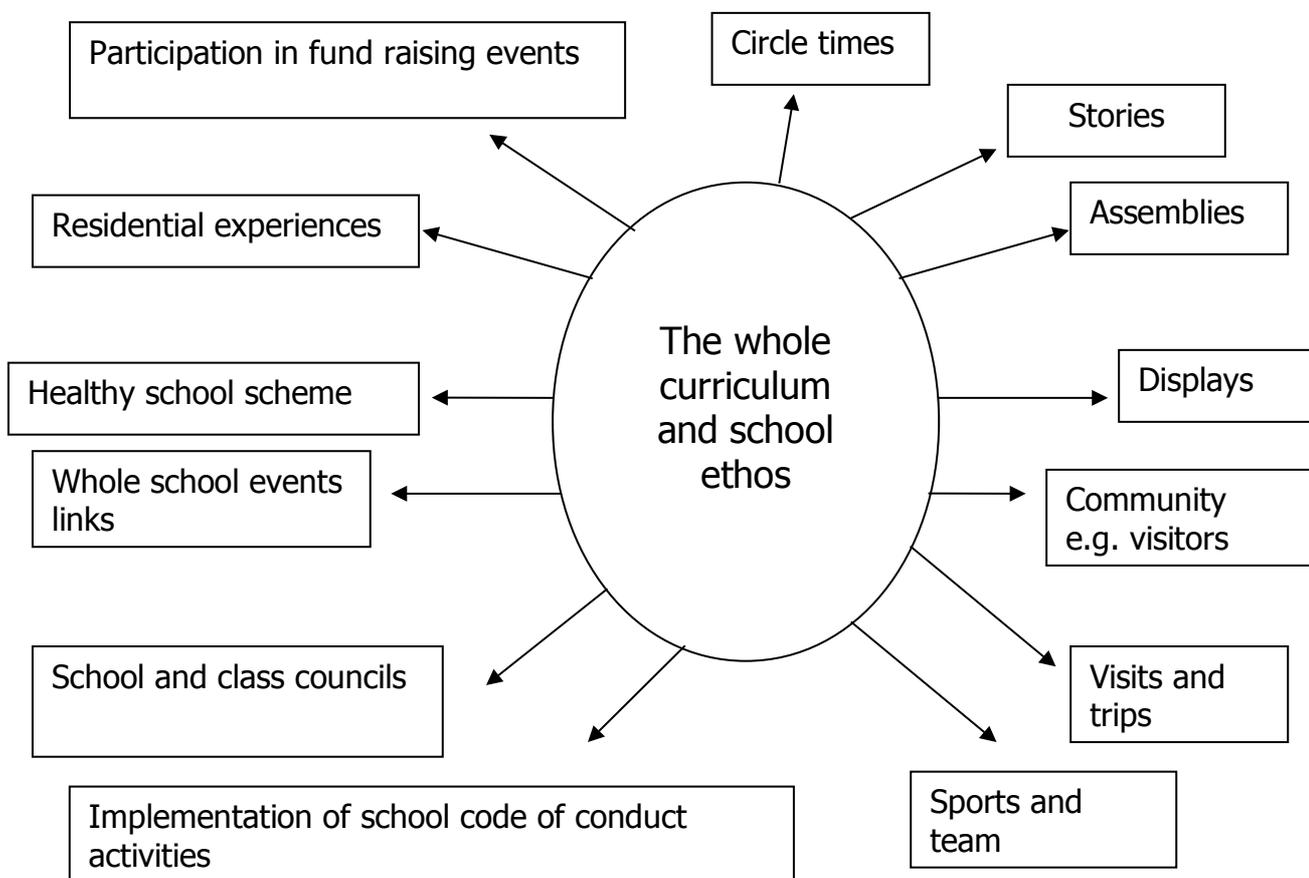
35
17 Discrete curriculum time, taught in line with the North Ealing School scheme of work for PSHE and Citizenship and non-statutory guidelines (National Curriculum 1999/LEA Guidance 2010)

35
17 Teaching PSHE and Citizenship through other curriculum areas;

35
17 PSHE and Citizenship activities and whole school events;

35
17 Through the National Food in Schools Programme

35
17 Through class and group discussions and stories



The school's elected school council and junior road safety officers are also actively involved in promoting PSHE and citizenship issues.

Impact

Through the teaching of P.S.H.E. children learn to show respect and understanding towards each other as they become citizens of the immediate and wider communities. This may be achieved through circle time and role play activities, assemblies, residential experiences and visits, visitors from the community and participation in sports activities.

The school council has heightened awareness of charitable organisations and with the support of the school community has raised money for various charities, such as Comic Relief, Children in Need, Macmillan Cancer Support, Food Aid, Help for Heroes and Street Child Africa.

The Junior Road Safety Officers have heightened awareness of the importance of road safety within the school and the wider community. They have also increased awareness of the importance of being healthy and sustainable travel and have supported initiatives such as the 'walk to School' competitions and school bike clubs.

Resources

- ³⁵/₁₇ Resources relevant to year group topics are stored for use in the appropriate classrooms.
- ³⁵/₁₇ A central file of resources, organised under topic headings, is held and updated by the PSHE Coordinator.
- ³⁵/₁₇ Other more general resources are stored in the resources room
- ³⁵/₁₇ The School Council is a 'resource' used to encourage pupil participation in decision making, ensuring they feel involved and have 'ownership' of many PSHE issues in school.

Assessment and Record Keeping

In PSHE and Citizenship there are two broad areas for assessment:

- ³⁵/₁₇ Pupils' knowledge and understanding of what they have been taught;
- ³⁵/₁₇ How well pupils can apply their knowledge and understanding in developing skills and attitudes, for example through managing conflicts, making decisions and promoting positive relationships.

The non – statutory guidelines (National Curriculum 1999, LEA Guidance 2010) can be used when assessing pupils' knowledge, understanding, skills and attitudes.

Formative assessment can take place through:

- ³⁵/₁₇ Written work;
- ³⁵/₁₇ Discussion – debate, circle time;

³⁵/₁₇ Practical activities – role play, drama;

³⁵/₁₇ Observation; self – assessment and target setting.

There will be termly foundation subject assessments which will assess knowledge, skills or understanding of the children. General comments about PSHE and Citizenship will be included in annual reports to parents.

Monitoring, evaluation and review of the curriculum

Following OFSTED recommendations (2012), the monitoring and evaluation of PSHE Education is carried out thoroughly using a range of evidence. Pupils' learning and progress is recorded to ensure they receive their full entitlement to education.

The PSHE Education curriculum and its delivery are monitored by the PSHE Education Coordinator with the support of the Leadership team using the following methods:

³⁵/₁₇ Lesson observations and feedback to teachers

³⁵/₁₇ Looking at samples of pupils' work

³⁵/₁₇ Teachers making regular comments on the scheme of work/lesson plans

³⁵/₁₇ Monitoring curriculum plans weekly, mid-term and termly, with feedback to teachers

³⁵/₁₇ Feedback from curriculum co-coordinators, phase leaders, class teachers and pupils about what has been covered.

Approaches to evaluation include:

³⁵/₁₇ Participatory activities at the end of lessons or units of work

³⁵/₁₇ Questionnaires at the end of units or as part of an end of year review

³⁵/₁₇ Feedback from pupils and teachers about particular aspects of the RSE curriculum e.g. external contributors, theatre-in-education, peer education

³⁵/₁₇ Comparison with the baseline of pupils' existing knowledge, understanding and skills.

Through this approach training needs are identified to ensure the programme remains relevant to the needs of the pupils.

See also school policies on:

³⁵/₁₇ SEN

³⁵/₁₇ Foundation Stage

³⁵/₁₇ Inclusion

³⁵/₁₇ Assessment and Record Keeping

³⁵/₁₇ Learning and Teaching

³⁵/₁₇ Health and Safety

³⁵/₁₇ Behaviour

35 17	Able and Talented
35 17	Race Equality
35 17	Anti – bullying
35 17	Child Protection
35 17	No Smoking Policy
35 17	All Curriculum Policies

Appendix A

Policy for Sex and Relationship Education

Statement of Intent

“Effective sex and relationship education is essential if young people are to make responsible and well formed decisions about their lives.” (DCSF Sex and Relationship Education Guidance 2010)

Rationale

Sex and Relationships Education is an important part of a child’s preparation for adult life. It offers:

- ³⁵₁₇ A valuable vehicle for promoting equality between individuals and groups;
- ³⁵₁₇ An exploration of human and social diversity;
- ³⁵₁₇ A fostering of self worth whilst recognising, accepting and respecting differences.

Aims

The objective of SRE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood. SRE has 3 main elements:

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding
(*DfES, 2000*)

Sex and relationship education is accessible to all pupils and this should:

- ³⁵₁₇ Prepare pupils to cope with the physical and emotional challenge of growing up;
- ³⁵₁₇ Develop self-esteem and confidence;
- ³⁵₁₇ Give pupils an understanding of human reproduction, emotions and relationships, allowing them to appreciate that there are a variety of relationships and many ways in which family life can develop.

Inclusion

Sex and relationship education is available to all pupils regardless of race, creed, gender, ability or disability. All teachers should be aware of the individual and differing needs of pupils including those with physical, emotional and learning difficulties. Consideration will be given to religious and cultural factors, both in content and attitudes.

Organisation and Implementation

Sex and relationship education is delivered within the wider context of PSHE and Citizenship. This ensures that pupils:

- ³⁵₁₇ Receive their sex education in the wider context of relationships;

- ³⁵₁₇ Are prepared for the opportunities and responsibilities of adult life;
- ³⁵₁₇ Understand that love, care and responsibility are the requirements of all human beings.

The specific teaching of sex education takes place in the final term of Year 4, when most pupils are 9 years old and is seen as a culmination of work on how children see themselves in the varying aspects of their lives. It will be taught by the class teacher in a whole class group, using a variety of teaching methods. However, the human reproductive cycle is taught throughout KS2 in years 4, 5 and 6. Use is also made of The Channel 4 Programme, All About Us-Living and Growing, relating to the conception and development of a child.

Working with Parents

- ³⁵₁₇ A letter will inform parents when the specific course of lessons is imminent (example attached).
- ³⁵₁₇ The Living and Growing programme is available for viewing prior to the commencement of the lessons.
- ³⁵₁₇ The school encourages all pupils to take part in this important area of the curriculum, but under the 1993 Education Act parents do have the right to withdraw their children from all or part of the sex and relationship provided at school, except those parts included in the statutory Science National Curriculum.
- ³⁵₁₇ In Spring 2007 Karen Gibson, Ealing Healthy Schools Coordinator presented to parents and staff the latest legislation of sex and relationship education, fully supporting and endorsing the practice of NES.

Appendix B

Policy for Drug Education

Statement of Intent

'All children and young people need to be able to make safe, healthy and responsible decisions about drugs, both legal and illegal. Schools play a central role in helping them make such decisions by providing education about the risk and effects of drugs; by developing their confidence and skills to manage situations involving drugs; by creating a safe and supportive learning environment; and ensuring that those for whom drugs are a concern receive appropriate support.'

(DfES, 2004)

Rationale

Drugs are widely available and used in our society. Children may be exposed to media information about drugs and therefore they need accurate information in order to make informed decisions.

Aims

Drug education is to be available to all pupils and this should:

- ³⁵₁₇ Provide accurate information about legal and illegal drugs, and their associated dangers
- ³⁵₁₇ Enable pupils to have the confidence, assertiveness and knowledge to make their own decisions
- ³⁵₁₇ Develop positive attitudes towards a healthy lifestyle
- ³⁵₁₇ Develop skills, which will enable pupils to resist pressure to experiment with drugs.

Inclusion

Drug education is available to all pupils regardless of race, creed, gender, ability or disability. All teachers should be aware of the individual and differing needs of pupils including those with physical, emotional and learning difficulties.

Special consideration will be given to:

- ³⁵₁₇ Pupils from ethnic minority or religious communities with particular sensitivities
- ³⁵₁₇ The possibility that members of pupils' families may have experienced, or currently be experiencing, drug misuse.

Organisation and Implementation

- ³⁵₁₇ Drug education is to be provided as part of the wider PSHE and Citizenship curriculum. This ensures that pupils receive their drug education in the wider context of other health issues.
- ³⁵₁₇ The class teacher will teach the programme of study to the whole class group.
- ³⁵₁₇ The specific teaching of drug education takes place in Year 6.

Management of Drug Related Incidents on the School Premises

³⁵₁₇ Any drug related incident on the school premises will be taken extremely seriously. Action taken will be in accordance with the school's behaviour policy.

³⁵₁₇ If required, the emergency first aid procedure should be followed.