

Lyppard Grange Primary School
Personal, Social, Health and Citizenship Education Policy
*(written in conjunction with the policies for Anti-Bullying, Drugs Education,
and Relationships and Sex Education)*

This policy sets out the School's aims and aspirations for the provision of Personal, Social and Health Education (PSHE) teaching and learning. It provides a broad overview of day to day provision, assessment and monitoring arrangements. The policy also sets out the relationship between PSHE provision and provision for Drugs Awareness education as well as Relationships and Sex Education.

This Policy was first created through collaboration of all staff with the consultation of parents and children. Each revision is agreed by the school's staff and governors. All policies are available to parents through the School's website.

Mission Statement

The School's over-arching mission statement states that we seek to ensure 'All children are empowered to be Secure, Engaged and Equipped for Life.' Our PSHE curriculum and provision is integral to promoting this aspiration and securing the outcomes for pupils we are aiming for.

Aims and objectives

Personal, social, health and citizenship education (PSHCE) contributes to children becoming healthy, independent and 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 doing so, we help develop their sense of self worth. We teach them how society is organised and governed and we ensure that they experience the process of democracy in school through the Pupil Leadership Team (formerly the School Council). We teach children about rights and responsibilities and help them to appreciate what it means to be a positive member of a diverse, multicultural society.

The aims of PSHCE are to enable the children to:

- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- become morally and socially responsible;
- understand and manage their emotions;
- keep themselves safe;
- know, understand and lead a healthy lifestyle;
- understand and make good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- acquire knowledge and understanding of themselves, of others and of the world they live in;
- apply reason when tackling moral and ethical issues
- appreciate difference and diversity;

- promote an understanding of differences and viewpoints;
- develop skills of cooperation and conflict resolution

In achieving these aims children will have the opportunity to share and explore emotions, difficulties and life experiences.

At Lyppard Grange Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people. The Jigsaw Programme that we have chosen to use offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

A Safe Learning Environment and Confidentiality

Teaching and learning in all subjects but most especially in PSHCE is most effective when learning takes place in a mutually supportive and trusting environment. Class teachers at our school, work hard to create learning environments in which children feel safe and secure, where they are free from intimidation, ridicule and sarcasm. As well as the normal class rules, teachers are expected to agree ground rules with their classes for PSHCE activity this is identified as the 'Jigsaw Charter' and will be revisited at the start of each PSHCE lesson where possible.

The School's Code of Conduct provides all staff with guidance confidentiality around safeguarding issues. School staff cannot offer or guarantee pupils unconditional confidentiality and they are not legally bound to inform parents or the head teacher of any disclosure, unless the head teacher has specifically requested them to do so. However, pupils are reassured that their best interests will be maintained and, if confidentiality has to be broken, they will be informed first and then supported as appropriate. Pupils are also informed of sources of confidential help, for example, the school nurse, pastoral support assistant, GP or local young person's advice service. Where outside agencies and others support the PSHCE curriculum, they are made aware of and abide by the school's confidentiality policy. (see Safeguarding (including Child Protection) Policy).

Equality and Diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by valuing all children. We recognise the strengths and individual needs of each child and ensure all are given the opportunity and appropriate support to contribute and participate fully in all school activity.

Teaching will consider the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHCE education

provision. We promote social learning and expect our pupils to show a high regard for the needs of others.

We will use PSHCE education as a vehicle to address diversity issues and to ensure equality for all by listening and responding to children's views.

Our Values

Lyppard Grange Primary School is committed to promoting the British values: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs including those without faith.

In addition, we also value: trust; integrity; hard work; generosity; kindness; resilience and tenacity; responsibility; individuality; community (local, national and global); and consideration of others.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools".

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

Here, at Lyppard Grange Primary School we value PSHCE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHCE Programme.

We use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. This programme's

complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

From September 2020 parents will not be able to withdraw from Relationships and Health Education, and this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families.

It is important to explain that whilst the Relationships Puzzle and Healthy Me Puzzle (units) in Jigsaw cover most of the statutory Relationships Education and Health education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum. The mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements.

Curriculum Organisation and Approaches to Teaching and Learning

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Each of these units is introduced with an assembly, where the unit is launched to the whole school. The lessons are then taught within each classroom by the class teacher or PPA team.

Individual class teachers and teaching teams determine the amount of time spent on PSHCE in the knowledge that enough time must be made available to ensure the prescribed curriculum content is covered in appropriate detail for the pupils concerned. In some instances, e.g. Relationships and Sex (School Health Nurse) and Drugs Education (Police), we invite outside agencies into school to assist in the delivery of lessons where possible.

We use a range of teaching and learning styles in our delivery of PSHCE. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

We always seek to ensure learning 'starts from where pupils are' by ensuring teachers have a sound knowledge of their pupils and the previous teaching and learning that has taken place. We will ensure that sessions, including those on risky behaviours, remain positive in tone by agreeing clear ground rules, addressing negative or unhelpful comments as and when they arise. We will ensure cross-curricular learning by looking for opportunities to promote PSHCE in other subject areas as part of the planning process, for example, when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the planning of proposed local developments.

We also develop PSHCE through activities and whole-school events, from our established Pupil Leadership Team to charity fund-raising and residential visits.

We believe children only ask questions they want answers to and their questions should be welcomed and encouraged. We endeavour to answer all appropriate questions honestly. If children ask inappropriate or inopportune questions we will manage these discreetly and sensitively and may well refer children to their own parents or carers.

For some topics, such as Relationships and Sex education it is appropriate to facilitate anonymous questions from pupils. Teachers will make a 'questions box' available to children for this purpose and these questions will be addressed as necessary. No appropriate question will be ignored.

RSE

At Lyppard Grange Primary School, we believe children should understand the facts about human reproduction before they leave primary school in order to help them lead a healthy and safe lifestyle.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education"

DfE Guidance p.17

Parents are reminded of their right to withdraw their child(ren) from any non-statutory aspects of relationship and sex education (that is the elements that do not feature in the National Curriculum for Science).

At Lyppard Grange Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

School will inform parents before the 'changing me' unit as a letter or email at the start of the Summer term before the unit begins.

Inclusion

All pupils have equal access to our PSHCE programme. We recognise and respect pupil's different abilities, levels of maturity; personal circumstances and starting points; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their family, friends and wider community.

As far as is appropriate, pupils with special educational needs follow the same PSHCE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery has to be adapted. Learning support assistants work with individual pupils where required, sometimes on a one-to-one basis. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important as academic achievement.

Parental and Carer Involvement

As well as making this policy available to all parents and carers through the school website, information about areas of study are identified to parents through termly newsletters from class teachers in each group. Specific information evenings are held in relation to Relationship and Sex Education where parents and carers have the opportunity to view the material to be used.

Intended Outcomes

If our PSHCE curriculum is successful children will:

- Be confident and self-aware
- Lead healthy, safe lifestyles
- Value others and maintain good relationships
- Be responsible individuals who make a positive contribution to their community

Assessment and recording

Teachers assess the children's work in PSHCE by making informed judgements of children in lessons. We have clear expectations of what the pupils will know, understand and be able to do

at the end of each unit and key stage. We use our school wide assessment system for foundation subjects to record and track progress in PSHCE.

Monitoring and review

The PSHCE subject leader, together with the Headteacher, is responsible for monitoring the standards of children's work and the quality of teaching of this aspect of school. The subject leader supports colleagues in the teaching of PSHCE by giving them information about current developments and by providing new resources to aid lesson delivery. The subject leader is also responsible for monitoring PSHCE, evaluating strengths and weaknesses and indicating areas for further improvement in the subject. This monitoring process will take place within the School's overall monitoring cycle.

Written: 2006 Alex Mays

Revised: 2009 Mark Ridlinton

Revised 2013: Joanne Vernon

Revised 2015: Gemma Hardie

Revised 2020: Gemma Roebury

Revised 2021: Gemma Roebury

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