

# The Raleigh School

## Personal Social Health Citizenship Education Policy (PSHCE)

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Includes Sex & Relationships (RSE), Drugs & Alcohol and Healthy Schools Education

Reviewed Feb 2019

Next review Feb 2020

### Introduction

The National Curriculum states that every school must offer a curriculum which is balanced and broadly based and which:

- “promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.” (*“The National curriculum in England” – DfE Sept 2013*)
- instils the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

As such PSHCE underpins the curriculum and is central to the school’s ethos of inspiring tomorrow’s citizens. In line with the school’s Equality policy, the full PSHE curriculum is open and accessible to all pupils.

### Overall Aims of PSHCE

At the Raleigh School this will include

- The acquisition of information on a range of health issues that are relevant to their age, maturity and understanding including emotional health and well-being, sex and relationships, diet and exercise, alcohol, tobacco and other drugs, and safety.
- The development of emotional and social skills including skills for learning, achieving, managing change and looking after health.
- The exploration and clarifications of values and beliefs including respect, morality and an understanding of cultural diversity.

(from “A whole school approach to PSHE and Citizenship - Blake S. 2006)

### SCHEME OF WORK

- The PSHE Association scheme is used as a basis for our lessons, following the three core areas of: health and wellbeing; relationships; and living in the wider world
- In addition, the Social & Emotional Aspects of Learning (SEAL) may be used to support the above scheme
- Lessons are generally class based although assemblies may also be used.
- Additional resources are used for specific topics including the RSE and drug awareness throughout the school (see below).
- In Reception, PSHCE is one of the 3 main strands in the Early Years curriculum and as such 2 members of staff are constantly available to support those children who are working independently in their interactions with their peers. The subject is an integral part of their learning.
- British values (democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) are an integral part of the curriculum and are a key focus of assemblies. Parent and community links are encouraged.

AMOUNT TAUGHT EACH WEEK
<ul style="list-style-type: none"> <li>• Reception – continuous</li> <li>• Key Stage 1 – 45 Minutes?</li> <li>• Key Stage 2 – 45 minutes?</li> <li>• Additional circle time/class discussion for matters arising during any week.</li> </ul>
PLANNING
<ul style="list-style-type: none"> <li>• Long Term planning outlines the specific objectives taught each week in each year group. In YR, PSHCE is planned on a weekly basis and as a major part of the curriculum.</li> <li>• In Years 1 – 6, PSHCE is planned each half term using the Medium Term Plan (MTP) format. The MTPs detail the programme of work to be taught. They are updated and evaluated each term, to provide a continuously developing Scheme of Work.</li> </ul>
ASSESSMENT PROCEDURES
<ul style="list-style-type: none"> <li>• Informal assessment is carried out continuously through observation and class discussion.</li> <li>• Assessment in this subject area is done in a variety of ways: draw and write, concept mapping, monitoring discussions and questionnaires.</li> <li>• Highlighting of the Scheme of Work is used to show areas covered. This is monitored by the subject leader to ensure full coverage across the three core areas.</li> <li>• Pupil voice discussions</li> </ul>
COMPUTING
<p>Computing is used wherever possible to provide additional resources</p> <ul style="list-style-type: none"> <li>• Children use computing to investigate, organise, edit and present information where appropriate.</li> <li>• When the internet is being used, the school's Computing Policy and 'Acceptable Use' documents will be strictly adhered to at all times.</li> </ul>
PUPILS RECORD THEIR WORK IN
<ul style="list-style-type: none"> <li>• Most work is discussion based. Some written recording.</li> </ul>
HOMEWORK
<ul style="list-style-type: none"> <li>• May be set as part of a cross-curricular task or project.</li> </ul>
CLASSROOM RESOURCES
<ul style="list-style-type: none"> <li>• PSHCE scheme in medium term planning folders</li> <li>• SRE and drug awareness resources saved in PSHCE curriculum folder.</li> <li>• Copies of MTPs in class planning file.</li> <li>• All year groups have copies of the relevant SEAL scheme booklets</li> </ul>
CENTRAL RESOURCES
<ul style="list-style-type: none"> <li>• Other resources are stored in the PSHCE cupboard (currently at the top of the Roebuck Wing stairs, outside the year 3 classroom). This includes further copies of the SEAL scheme booklets. The Head teacher holds additional assembly resources.</li> </ul>
ROLES AND RESPONSIBILITIES OF SUBJECT LEADER
<ul style="list-style-type: none"> <li>• To lead policy development.</li> <li>• To write and implement the subject action plan.</li> <li>• To support colleagues.</li> <li>• To monitor progress and improve standards in the teaching and learning of PSHCE</li> <li>• To develop progressive PSHE plans that ensures both experience of, and capability in, PSHCE</li> <li>• To be familiar with current ideas in PSHCE and provide this information to colleagues.</li> <li>• Audit, maintain and replace the resources.</li> <li>• To manage and monitor expenditure within the annual budget for PSHCE.</li> <li>• To review RSE annually in light of new initiatives, resources, or feedback from class teachers</li> </ul>

#### HEALTH AND SAFETY

- Children are encouraged to think about the well-being of themselves and of others. This is an integral part of the PSHCE curriculum.
- A safe environment for discussions will be created by mutual respect and tolerance of others. Appropriate listening and turn taking is always encouraged.
- If discussions reveal that a child is at risk, then the school's safeguarding policy will be adhered to.

#### ROLES AND RESPONSIBILITIES OF LINK GOVERNOR

- To meet the subject leader at least annually to discuss the implementation, monitoring and evaluation of the action plan.
- To observe at least two lessons or related activities of PSHCE a year.

#### EXTRA CURRICULAR ACTIVITIES / TRIPS

- Trips planned as part of a cross-curricular topic include elements of PSHCE

#### PARENTAL AND COMMUNITY LINKS

- There are many opportunities where parents and the community can participate and support the children's knowledge and understanding of PSHCE.
- A key area is in discussing issues raised with the children eg before and after external workshops.
- They may also provide healthy packed lunches; give input to special themed weeks e.g. diversity; anti-bullying; accompany trips.
- The NSPCC visit bi-annually.
- Internet safety talks from an external provider are annual.
- We support the Kianjagi School in Uganda and have visits from the Kampala Children's Choir.
- Health professionals may visit year groups as appropriate.
- The policy is available on the website

### Relationship and Sex Education Policy (RSE)

At The Raleigh we believe that RSE should provide knowledge about the development of the child to the adult, loving relationships, the physical and emotional changes that take place during the process of growing up, as well as what happens when human reproduction takes place.

We aim to:

- Develop understanding of the importance of marriage or stable and loving relationships for family life, respect, love and care. (*Relationship and Sex Education Guidance – DfE 2000*)
- Develop a lifelong learning about physical, moral and emotional development (*ibid*)
- Foster understanding and attitudes that determine the way children view their relationships in a healthy, responsible and safe manner.
- Provide teaching which is tailored to the age of the children and also to their understanding.

#### SCHEME OF WORK

The Christopher Winter Scheme – Teaching RSE with confidence – is used throughout the school. It was introduced in September 2017.

Each year group has 3 sessions which are age appropriate.

Relationships are also covered throughout the PSHCE Society and SEAL schemes as a core theme in every year group.

- In addition to the RSE covered in PSHCE education, there is also work in the science national curriculum that covers basic human biology (a statutory requirement). In PSHCE, children have the opportunity to consider what this knowledge and understanding means to them.
- The NSPCC Pants Rule is highlighted in every year group annually.
- Children receive education to counteract CSE (Child Sexual Exploitation) throughout the school. During the spring or summer term, all year groups discuss aspects of CSE relevant to their age group.
- The programme is available to all pupils of the appropriate age in line with the school's Equality Policy
- There will be no direct promotion of sexual orientation, in line with DfE guidance.

#### AMOUNT TAUGHT EACH WEEK

- Taught as part of PSHE and science topics.

#### PLANNING

- Shown in long term and medium term planning
- Parents are invited to view resources before the children are taught.

#### ASSESSMENT PROCEDURES

- Informal assessment is carried out continuously through observation and class discussion.
- Discussions with the class teachers after the sessions have been completed.
- A questionnaire may be given to the older children and the parents as a way of evaluating the effectiveness of the sessions.

#### COMPUTING

- Computing is used to provide additional resources and may be used for recording.
- When the internet is being used, the school's Computing Policy and 'Acceptable Use' documents will be strictly adhered to at all times.

#### PUPILS RECORD THEIR WORK IN

- Science books may be used for any written recording although most of the work will be discussion based

#### HOMEWORK

- May be set as part of cross-curricular links

#### CLASSROOM RESOURCES

- Scheme is saved in PSHE curriculum folder.

#### CENTRAL RESOURCES

- In PSHCE cupboard at the top of the Roebuck wing stairs
- Resources are frequently reviewed.

#### HEALTH AND SAFETY

- The pupils are provided with a safe and secure environment which encourages them to ask questions and discuss issue openly and sensibly
- Inevitably, however, questions of a sensitive nature will be asked. These are dealt with care and sensitivity. This is done by direct discussion with the class teacher, or a questions box that is clearly available in the classroom for this purpose. If it is felt that questions are asked that are not appropriate for all the children to hear the answer, then the question is referred back to the parents.
- It is vital that questions relating to the pupils' and teachers' personal lives should not be asked.
- If a child asks a teacher a question in private the teacher must respect the child's confidentiality, but if a child is at risk then advice must be asked from the Designated Safeguarding Lead (Head Teacher or Deputy Head) following safeguarding policy.

#### PARENTAL AND COMMUNITY LINKS

- At The Raleigh we hold parents' information evenings at the beginning of each year group where resources can be viewed and questions asked of the class teachers delivering the sessions.
- Parents have the right to withdraw their children from the sessions without giving any reason for doing so. We advise the parents to take into account the missed opportunity for their child to be part of an important developmental educational opportunity, to share with their peers in the learning experience that this part of their education offers, should they choose to withdraw their child.

## Drug and Alcohol Policy

### We aim to:

- Teach the children about the effects of tobacco, drugs and alcohol on the human system.
- Develop their knowledge and understanding of the effects of tobacco, drugs and alcohol on personal and family lives.
- Develop the individual's ability to make informed decisions about choice.
- Encourage the resistance of peer pressure in vulnerable situations and that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know.
- How to ask for help and use basic techniques for resisting pressure to do what they know is wrong.
- Develop a clear understanding of the school rules about health and safety, basic emergency aid procedures and where to get help.

SCHEME OF WORK
<ul style="list-style-type: none"> <li>• We use the Christopher Winter Project – Teaching Drug and Alcohol Education in Primary Schools with confidence – recommended by the PSHE Association and Babcock. Introduced September 2017. It is cross referenced to the PSHE Association scheme for PSHCE which is used throughout the school.</li> <li>• Each year group (except Reception) has 3 lessons relevant to their age.</li> <li>• Some aspects of the Drug and Alcohol Education will be taught through the Science curriculum.</li> </ul>
AMOUNT TAUGHT EACH WEEK
<ul style="list-style-type: none"> <li>• Taught as one unit within PSHCE. May also be part of the science curriculum.</li> </ul>
PLANNING
<ul style="list-style-type: none"> <li>• Shown in long term and medium term planning</li> </ul>
ASSESSMENT PROCEDURES
<ul style="list-style-type: none"> <li>• Informal assessment is carried out continuously through observation and class discussion.</li> <li>• On- going assessment of the units by teacher discussion</li> </ul>
COMPUTING
<ul style="list-style-type: none"> <li>• Computing is used to provide additional resources and may be used for recording.</li> <li>• When the internet is being used, the school's Computing Policy and 'Acceptable Use' documents will be strictly adhered to at all times.</li> </ul>
PUPILS RECORD THEIR WORK IN
<ul style="list-style-type: none"> <li>• Most work will be discussion based, but some recording on paper may be used.</li> </ul>
HOMEWORK
<ul style="list-style-type: none"> <li>• May be set as part of an on-going topic</li> </ul>
CLASSROOM RESOURCES
<ul style="list-style-type: none"> <li>• Resources saved in PSHE curriculum folder</li> </ul>
CENTRAL RESOURCES
<ul style="list-style-type: none"> <li>• Other resources in PSHE cupboard at top of Roebuck stairs</li> </ul>
PARENTAL AND COMMUNITY LINKS
<ul style="list-style-type: none"> <li>• Parents will be informed of the subjects to be covered in termly newsletters.</li> <li>• Parents are involved in Questionnaires at the end of year 6</li> </ul>

## Healthy Schools

### We aim to:

- To ensure that the school provides a safe, secure and stimulating environment where pupils can reach their highest potential.
- To actively promote self-esteem and self-confidence in developing the skills to make choices and take responsibility for all health-related issues.
- To develop throughout the school healthy relationships, respect and consideration for others.
- To co-ordinate, implement and review regularly, a range of health-related policies for staff and pupils.
- To facilitate a cross-curricular approach to the promotion of health and wellbeing.
- To provide the school community with a wide range of activities which promote a healthy lifestyle including many PE initiatives.
- To liaise closely with parents/guardians and the wider community on a range of health-related initiatives.
- To effectively utilise a range of appropriate specialist external agencies in the promotion of health and wellbeing.

<b>SCHEME OF WORK</b>
<ul style="list-style-type: none"> <li>• Health and well-being is one of the three main themes on the PSHE curriculum.</li> <li>• Also taught as part of PSHE, Science, P.E. and DT topics.</li> <li>• Forms a significant part of School Council focus.</li> <li>• Children are also encouraged to make use of the outdoor learning environment in all curriculum areas where possible.</li> </ul>
<b>AMOUNT TAUGHT EACH WEEK</b>
<ul style="list-style-type: none"> <li>• Within allocation of those subjects</li> </ul>
<b>PLANNING</b>
<ul style="list-style-type: none"> <li>• Shown in long term and medium term planning</li> </ul>
<b>ASSESSMENT PROCEDURES</b>
<ul style="list-style-type: none"> <li>• Informal assessment is carried out continuously through observation and class discussion.</li> <li>• Information about the child's achievement is reported to parents in the annual report</li> </ul>
<b>COMPUTING</b>
<ul style="list-style-type: none"> <li>• Used in recording and for additional information</li> </ul>
<b>PUPILS RECORD THEIR WORK IN</b>
<ul style="list-style-type: none"> <li>• Science books may be used although work may be a discussion or involve a practical activity</li> </ul>
<b>HOMEWORK</b>
<ul style="list-style-type: none"> <li>• May be set as part of an on-going topic</li> </ul>
<b>CLASSROOM RESOURCES</b>
<ul style="list-style-type: none"> <li>• Resources held in appropriate year groups to tie in with topics.</li> </ul>
<b>CENTRAL RESOURCES</b>
<ul style="list-style-type: none"> <li>• Food technology resources in the galley.</li> <li>• Additional resources in the PSHE cupboard at top of Roebuck stairs</li> </ul>
<b>HEALTH AND SAFETY</b>
<ul style="list-style-type: none"> <li>• When using kitchen equipment children work in small groups with adult supervision.</li> </ul>
<b>EXTRA CURRICULAR ACTIVITIES / TRIPS</b>
<ul style="list-style-type: none"> <li>• Extra curricular sports clubs and activities. Trips may be organised in cross-curricular topic work.</li> </ul>
<b>PARENTAL AND COMMUNITY LINKS</b>
<ul style="list-style-type: none"> <li>• Parents are involved in their child's choice of menu for school dinner</li> <li>• Parents are included in any school initiative with regard to healthy living by Headlines or letter for a specific event.</li> <li>• Parents assist with cooking activities</li> </ul>