

PSHE Policy

Spring 2017

Summary

This policy is intended to state Fieldhead Carr’s approach to PSHE including specific policy on:

- Sex and Relationships Education, including issues relating to child protection and confidentiality

Recommendation

Governors are requested to read this policy and consider its content, specifically:

- The creation of the new Leeds PHSE scheme which was launched in September 2016 and was customised and adopted by Fieldhead Carr in January 2017.
- The creation of a separate Drug and Drug Related Incidents Policy proposed for agreement in February 2017
- Improvements made to the SRE scheme of work to include contraception. The need for which has been highlighted in the 2016 delivery of years 5 & 6 workshops and brings us into line with the new Leeds PHSE scheme.
- The policy previously stated that parents should sign a permission letter prior to the SRE workshops. It is proposed to take out the permission letter and replace it with a communication letter explaining when the workshops will commence and inviting parents to raise individual concerns if they want. This would be in line with all other aspects of the curriculum that we deliver.

Job Title	PHSE and Healthy Schools Lead
Date	Spring 2017
Internal Review date	Spring 2018
Official Review date	As changes

FIELDHEAD CARR PRIMARY SCHOOL PSHCE AND SRE POLICY

1.0 The importance of teaching Personal, Social, Health and Economic Education

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

At Fieldhead Carr we believe that PHSE is a key way in which we can ensure that pupils are receiving a wide and varied curriculum that is relevant to the lives they live today and prepares them for the future. Through our PHSE curriculum we aim to:

- develop learners' self-esteem and a sense of personal responsibility,
- promote self-respect, respect for others and celebrate diversity,
- equip learners to live safe, healthy lives,
- prepare learners for the choices and opportunities for lifelong learning,
- empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally,
- foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship,
- prepare learners for the challenges, choices and responsibilities of work and adult life.

1.1 Statutory Guidance

The Government's statutory safeguarding guidance for schools: **Keeping children safe in education; statutory guidance for schools and colleges** (May 2016) states that: *'Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), through sex and relationship education (SRE).'*

The National Curriculum (September, 2014) states that all schools:

- must provide a curriculum that is broadly based and balanced and which meets the needs of all pupils
- promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- should make provision for personal, social, health and economic education (PSHE) drawing on good practice.

1.2 Fieldhead Carr Curriculum

General Teaching and Learning

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, play a significant part in their ability to learn and achieve.

PSHE is regarded as an integral part of the curriculum for children aged 5-11. It partly comprises what used to be called the “hidden” curriculum. We ensure that our pupils are treated with the respect that we demand from others, and in turn ensure that they treat one another with respect. We ensure fair play among our pupils and endeavour to act fairly ourselves at all times. We expect appropriate behaviour from our children and encourage their social and physical development in all classroom and extracurricular activities.

In addition to this PSHE is included discretely in long term planning and in the planning of the daily and weekly curriculum including our whole school assemblies.

1.3 PHSE Scheme of work

Our PSHE scheme of work is based on the Islington Primary Scheme of work that has been adapted by the Leeds Healthy Schools team and is titled “You, Me, PSHE”. It provides primary schools with a clear and progressive PSHE curriculum.

As part of the scheme, PSHE has been divided into 7 different strands of learning:



Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes).

1.4 Fieldhead Carr PHSE Curriculum

Long Term Planning is based on the Leeds Scheme “You, Me and PHSE”. See Appendix 1.

Medium Term Planning is available in year group curriculum overviews. See Appendix 2

Short Term Planning details the PHSE activities that take place over a weekly basis. Lesson outlines are available to teachers which set out learning targets, activities and suggested resources.

Fieldhead Carr ensures it provides a balanced PSHE provision to meet the specific needs of all learners. See Appendix 3, Equal Opportunities.

1.5 Monitoring and Evaluation

The PSHE curriculum is monitored on a regular basis by the PSHE co-ordinator, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school. They identify the training needs of the staff and plan the relevant training intervention. They also attend training for PSHE coordinators run by the local authority and other providers. The PSHE policy is reviewed every two years by the staff and the governing body unless legislation changes, then it is updated immediately.

1.6 Assessment and Recording

Assessment of learning and progress is made in the following ways:

- Pupils complete a **pre topic assessment** activity which is repeated at the end of the topic to demonstrate understanding and progress made.
- Pupils complete a **self reflection sheet** at the end of the topic to encourage self evaluation and reflection of learning.
- **End of year reports** for all children contain an ability and effort rating in line with other non core curriculum subjects. Teacher comments can also be made about key aspects of learning.

Teaching staff use a mix of formative and summative assessment in PHSE. These are informal, continuous and on-going and identify the needs of the individual pupils. On some occasions a pupil is referred to the learning mentor for intervention. This may be for self-esteem groups, attendance, behaviour etc. (Refer to our care, guidance and support policy for further information). This assessment happens incidentally during classroom activities through observational teacher judgement which inform the planning of the pupil's future activities and needs. This information is shared between year groups as the pupils move on through the school so that the progress made is evident.

1.7 Special Educational Needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organisation. (Ref: Teaching and Learning policy)

However when a child has very specific additional needs, support is agreed and put into place in conjunction with the learning mentor / SENCO. See Appendix 3 for further consideration of inclusion within PHSE education.

1.8 Working with Parents

Government directives state the importance of working with parents/carers for the development of personal, social and academic achievements of children. Therefore it is important that parents/carers support what we are doing. We encourage parents/carers involvement through our ethos, home school agreement, newsletters, learning support teams and other outside agencies where appropriate. We make sure the governors and members of the community are kept up to date and are consulted about developments.

1.9 Working with Visitors and Outside Agencies

Please refer to the school's policy on visitors in school.

1.10 Confidentiality

(Please refer to Child Protection policy also)

When children make disclosures, they are placing their trust in the member of staff's judgment and acknowledging that they need help. If a child makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality.

Before allowing a child to make a full disclosure, it is essential that the member of staff should explain to the child that the information might need to be passed on to the Headteacher or designated teacher for Child Protection who may make a record and pursue Child Protection procedures if necessary.

The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies.

2.0 What is Sex and Relationship Education?

Fieldhead Carr aims to promote an environment where everyone feels safe, happy and secure within a community whose values are built on mutual trust and respect for all. This part of our PSHE policy focuses on Sex and Healthy Relationship Education Guidance.

Sex and Relationships Education is the lifelong learning about physical, moral, social and emotional development. It is about the forming of positive non-exploitative relationships that are based on respect, love, care and empathy. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Sex Education is part of the Personal, Social and Health Education in our school. While we use Sex Education to inform children about sexual issues e.g. growing up and puberty, reproduction and where babies come from, we do this with regard to matters of 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 or sexual activity.

There are three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

(SRE Guidelines, DfES 2000)

Effective sex and relationship education is essential if children and young people are to make and sustain meaningful relationships. We want children to be able to make responsible and well informed decisions about their lives. We want children to have knowledge, skills and understanding to keep themselves and others safe. It is for these reasons that we have adopted a spiral curriculum that helps us to deliver SRE across all year groups in school.

At Fieldhead Carr we aim to develop all three elements of our Sex and Relationship programme as appropriate to the age and emotional maturity of our pupils. Therefore in some cases parents are provided with points of reference and information so that they can begin the process with their child if they are in advance of their peers or not ready with their peers at the time of education in class.

It is recognised that the more sensitive issues need to be approached consistently across the school, teachers having agreed appropriate responses to children's questions ahead of time and the PSHE co-ordinator / learning mentor is always available for individual parent consultation to discuss the needs of their child.

2.1 Context

We teach Sex and Relationship education in the context of the school's aims and values framework. While Sex and Relationship education in our school means that we give children information about behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex and relationship education in the belief that pupils should learn to:

- manage emotions and relationships confidently and sensitively with self-respect and empathy
- use anatomically correct terms at all age groups.
- avoid and not initiate exploitation and abuse e.g. bullying
- make choices and have an awareness of consequences based on an appreciation of difference and absence of prejudice
- participate in positive relationships in a considerate and sensitive way, valuing respect and care for self and others
- cope with loss at the end of relationships
- explore individual and moral issues and develop decision making skills based upon critical thinking
- understand physical and emotional development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships

2.2 Organisation

These are the statutory science elements of the SRE curriculum as of Sept 2014.

Key stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Key Stage 2

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

2.3 Non Statutory Elements

See Appendix 4 Spiral Curriculum.

2.4 The role of parents

The school is well aware that the primary role in children's Sex and Relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex and relationship education policy and practice;

- answer any questions that parents may have about the sex and relationship education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationship 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 and Relationship 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 body and their increasing responsibilities.

Parents are invited into the school for consultation before the education takes place so they can form an understanding of what pupils of their child's age group is learning about. A parent booklet summarising the approach that the school takes is sent home or handed out at the parents consultation meetings along with a communication letter informing parents of the start date of the learning. It is the intention that parents can be prepared for questions asked at home.

2.5 Right to withdraw from SRE workshops

Parents have the right to withdraw their child from all or part of the non statutory Sex and Relationship education programme that we teach in our school. If a parent wishes their child to be withdrawn from Sex and Relationship 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. In this instance the school will provide activities and information that parents can share with their child at home if requested.

2.6 Staffing

- The Headteacher takes overall responsibility for the policy and its implementation.
- The PSHE co-ordinator is responsible for implementing the SRE programme and monitoring and supporting its effective delivery.
- Class teachers deliver the SRE Scheme of Work
- Recommended outside speakers are used as appropriate E.g. the school nurse, and parents will be informed of this.
- We will endeavour to have two teachers delivering SRE workshops at all times.
- Any teacher new to the subject of SRE will attend relevant training run by the Leeds Health and Wellbeing Service.

2.7 Confidentiality and safeguarding

Teachers conduct Sex and Relationship education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter 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. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher or Designated Safeguarding Officer. They will then deal with the matter in consultation with health care professionals. (See also Child Protection and Safeguarding Policy.)
See **Appendix 5** Guidelines for running PHSE / SRE sessions

SRE and Special Educational Needs

As an inclusive school, all children are to have access to the same lessons. In certain circumstances, in consultation with the PSHE Co-ordinator and the parents, it may be that certain areas may be delivered in a small group or individually where appropriate. The school will seek guidance from the school nursing team where necessary in order to support all pupils. Children with EAL will be supported to access the curriculum.

Monitoring and Evaluation

The PSHE co-ordinator monitors the delivery of the programme by:

- Lesson observations/team teaching
- Discussions with pupils
- Feedback from teachers

See also section 1 on monitoring.

Assessment and Recording

See Section 1.6.

In addition to information mentioned in 1.6 the SRE workshops have their own pre and post questionnaire to assess learning and progress.

2.10 Monitoring Review

The Curriculum Committee of the governing body monitors our Sex and Relationships 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 and relationships education programme, and makes a record of all such comments.

Details of our SRE will be reviewed every two years when the PSHE policy is review or earlier if necessary.

2.11 Statutory Requirements

The school is mindful of its statutory obligation to:

- i. Publish a Sex and Relationships Education Policy and make it available for inspection to parents;
- ii. Ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of its pupils;
- iii. Teach all aspects of Sex Education included in the national Curriculum Science Orders (DfEE 1999)
- iv. Inform parents of their right to withdraw their children from SRE other than that taught in National Curriculum Science.
- v. (1996 Education Act)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 The red flag demarcates lessons which link directly to safeguarding	Content linked to Anti bullying week				Content linked to healthy schools week
Year 1	Identity, society and equality Democracy	Keeping safe and managing risk Feeling safe	Careers, financial capability and economic wellbeing My money	Drug, alcohol and tobacco education What do we put into and onto our bodies?	Mental health and emotional wellbeing Feelings	Physical health and wellbeing Fun times
Year 2	Identify, society and equality Children's rights	Keeping safe and managing risk Indoors and outdoors	Mental health and emotional wellbeing Friendship	Drug, alcohol and tobacco education Medicines and me	Sex and relationship education Boys and girls, families	Physical health and wellbeing What keeps me healthy?
Year 3	Identity, society and equality Me and others	Keeping safe and managing risk Bullying – see it, say it, stop it	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Drug, alcohol and tobacco education Tobacco is a drug	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What helps me choose?
Year 4	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Careers, financial capability and economic wellbeing Value of money	Drug, alcohol and tobacco education Making choices	Mental health and emotional wellbeing Scrambled heads	Physical health and wellbeing What is important to me?
Year 5	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Keeping safe and managing risk When things go wrong	Mental health and emotional wellbeing Dealing with feelings	Drug, alcohol and tobacco education Different influences	Sex and relationship education Growing up and changing	Physical health and wellbeing In the media
Year 6	Identity, society and equality Human rights	Keeping safe and managing risk Keeping safe - out and about	Careers, financial capability and economic wellbeing Borrowing and earning money	Drug, alcohol and tobacco education Weighing up the risk	Mental health and emotional wellbeing Healthy minds	Sex and relationship education Healthy relationships / How a baby is made Physical health wellbeing

Appendix 2: Year 1 PHSE		
Autumn 1	Spring 1	Summer 1
<p>Identity, society and equality: Me and others</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what makes themselves and others special • about roles and responsibilities at home and school • about being co-operative with others 	<p>Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about where money comes from and making choices when spending money • about saving money and how to keep it safe • about the different jobs people do 	<p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about different types of feelings ● about managing different feelings ● about change or loss and how this can feel
Autumn 2	Spring 2	Summer 2
<p>Keeping safe and managing risk: Feeling safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● safety in familiar situations ● about personal safety ● about people who help keep them safe outside the home 	<p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about what can go into bodies and how it can make people feel ● about what can go on to bodies and how it can make people feel 	<p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about food that is associated with special times, in different cultures • about active playground games from around the world • about sun-safety

Year 2 PHSE		
Autumn 1	Spring 1	Summer 1
<p>Identity, society and equality: Me and others</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> About their rights and responsibilities by studying key rights using the text <p>We Are All Born Free: The Universal Declaration of Human Rights in Pictures</p>	<p>Mental health and emotional wellbeing: Friendship</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the importance of special people in their lives about making friends and who can help with friendships about solving problems that might arise with friendships 	<p>Sex and relationship education: Boys and girls, families</p>  <p>Pupils learn:</p> <ul style="list-style-type: none"> to understand and respect the differences and similarities between people about the biological differences between male and female animals and their role in the life cycle the biological differences between male and female children about growing from young to old and that they are growing and changing that everybody needs to be cared for and ways in which they care for others about different types of family and how their home-life is special
Autumn 2	Spring 2	Summer 2
<p>Keeping safe and managing risk: Indoors and outdoors</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about keeping safe in the home, including fire safety about keeping safe outside about road safety 	<p>Drug, alcohol and tobacco education: Medicines and me</p>  <p>Pupils learn:</p> <ul style="list-style-type: none"> why medicines are taken where medicines come from about keeping themselves safe around medicines <p>Asthma lesson for Year 2 and 4</p> <ul style="list-style-type: none"> that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use. 	<p>Physical health and wellbeing: What keeps me healthy?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about eating well about the importance of physical activity, sleep and rest about people who help us to stay healthy and well and about basic health and hygiene routines

Year 3 PHSE		
Autumn 1	Spring 1	Summer 1
<p>Identity, society and equality: Celebrating difference</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • Pupils learn about valuing the similarities and differences between themselves and others • Pupils learn about what is meant by community • Pupils learn about belonging to groups 	<p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what influences people’s choices about spending and saving money • how people can keep track of their money • about the world of work 	<p>Mental health and emotional wellbeing: Strengths and challenges</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about celebrating achievements and setting personal goals • about dealing with put-downs • about positive ways to deal with set-backs
Autumn 2	Spring 2	Summer 2
<p>Keeping safe and managing risk: Bullying – see it, say it, stop it</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to recognise bullying and how it can make people feel • about different types of bullying and how to respond to incidents of bullying • about what to do if they witness bullying 	<p>Drug, alcohol and tobacco education: Tobacco is a drug</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • the definition of a drug and that drugs (including medicines) can be harmful to people • about the effects and risks of smoking tobacco and secondhand smoke • about the help available for people to remain smoke free or stop smoking 	<p>Physical health and wellbeing: What helps me choose?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about making healthy choices about food and drinks • about how branding can affect what foods people choose to buy • about keeping active and some of the challenges of this

Year 4 PHSE		
Autumn 1	Spring 1	Summer 1
<p>Identity, society and equality: Democracy</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about Britain as a democratic society ● about how laws are made ● learn about the local council 	<p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about what influences people’s choices about spending and saving money ● how people can keep track of their money ● about the world of work 	<p>Mental health and emotional wellbeing: Strengths and challenges</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● to recognise a range of emotions felt by individuals ● how to deal constructively with these emotions ● range of coping strategies
Autumn 2	Spring 2	Summer 2
<p>Keeping safe and managing risk: Playing safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● how to be safe in their computer gaming habits ● about keeping safe near roads, rail, water, building sites and around fireworks ● about what to do in an emergency and basic emergency first aid procedures ● their use 	<p>Drug, alcohol and tobacco education: Making choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them ● about the effects and risks of drinking alcohol ● about different patterns of behaviour that are related to drug use <p>Asthma lesson for Year 2 and 4</p> <ul style="list-style-type: none"> ● that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions. 	<p>Physical health and wellbeing: What is important to me?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● why people may eat or avoid certain foods (religious, moral, cultural or health reasons) ● about other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality) ● about the importance of getting enough sleep

Year 5 PHSE		
Autumn 1	Spring 1	Summer 1
<p>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about stereotyping, including gender stereotyping ● workshop from Diversity Role Models or Equaliteach about prejudice and discrimination and how this can make people feel 	<p>Mental health and emotional wellbeing: Dealing with feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about a wide range of emotions and feelings and how these are experienced in the body ● about times of change and how this can make people feel about the feelings associated with loss, grief and bereavement 	<p>Sex and relationship education: changing  Growing up and</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the way we grow and change throughout the human lifecycle ● about the physical changes associated with puberty ● about menstruation and wet dreams ● about the impact of puberty in physical hygiene and strategies for managing this ● how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty ● strategies to deal with feelings in the context of relationships ● to answer each other's questions about puberty with confidence, to seek support and advice
Autumn 2	Spring 2	Summer 2
<p>Keeping safe and managing risk: When things go wrong</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about keeping safe online ● that violence within relationships is not acceptable ● about problems that can occur when someone goes missing from home 	<p>Drug, alcohol and tobacco education: Different influences</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis ● about different influences on drug use – alcohol, tobacco and nicotine productsstrategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol 	<p>Physical health and wellbeing: In the media</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● that messages given on food adverts can be misleading ● about role models ● about how the media can manipulate images and that these images may not reflect reality

Year 6 PHSE

Autumn 1	Spring 1	Summer 1
<p>Identity, society and equality: Human rights</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about people who have moved to Leeds from other places, (including the experience of refugees) about human rights and the UN Convention on the Rights of the Child about homelessness 	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> that money can be borrowed but there are risks associated with this about enterprise what influences people's decisions about careers 	<p>Mental health and emotional wellbeing:</p> <p>Healthy minds</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> what mental health is about what can affect mental health and some ways of dealing with this about some everyday ways to look after mental health about the stigma and discrimination that can surround mental health
• Autumn 2	• Spring 2	• Summer 2
<p>Keeping safe and managing risk:</p> <p>Keeping safe - out and about</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about feelings of being out and about in the local area with increasing independence about recognising and responding to peer pressure about the consequences of anti-social behaviour (including gangs and gang related behaviour) 	<p>Drug, alcohol and tobacco education: Weighing up risk</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs about assessing the level of risk in different situations involving drug use about ways to manage risk in situations involving drug use 	<p>Sex and relationship education: Healthy relationships / How a baby is made</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the changes that occur during puberty to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships about human reproduction in the context of the human lifecycle how a baby is made and grows (conception and pregnancy) about roles and responsibilities of carers and parents to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it that contraception can be used to stop a baby from being conceived Physical health and wellbeing: Taking part in Healthy Schools week

Appendix 3

EQUAL OPPORTUNITIES

Please refer to Equal Opportunities Policy and the Inclusion/SEN Policy.

Personal, Social, Health and Citizenship Education

The principles for inclusion are :

A) Setting suitable learning challenges

High standards are expected for all children. This will be done by delivering a comprehensive scheme of work which provides continuity and progression for all.

B) Responding to children's diverse learning needs

Teaching and learning should be planned so that all lessons are inclusive and all children are enabled to participate fully and effectively.

C) Overcoming potential barriers to learning and assessment for individuals and groups of children

Short term planning should seek to lower as much as is possible barriers to learning, participation and assessment through flexible approaches to teaching/learning both in the classroom and in the wider school environment.

All individuals will contribute towards a happy and caring environment, showing respect and appreciation of and for everyone in our school community.

Sex & Relationship Education

B) Responding to children's diverse learning needs

There is a great need for sensitivity in the approach to sex and relationship education. This will include sensitivity to:-

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of young people
- homophobic bullying and behaviour

C) Overcoming potential barriers to learning, participation and assessment for individuals and groups of children

Many children are vulnerable to abuse. It is important that they learn appropriate self-protection strategies and are aware of sources of support.

Appendix 4 Sex and Relationships Education Spiral Curriculum

At Fieldhead Carr we believe that SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life. (Sex and Relationship guidance 2000)

Therefore SRE is not considered a stand alone subject covered in upper KS2 but rather a spiral curriculum that extends throughout the life of a child at Fieldhead Carr primary. The table on the following pages sets out the content of SRE delivered at Fieldhead Carr and the way in which it is delivered. Whilst there are non statutory specific SRE units of work set out in the PHSE scheme of work for years 2,5 and 6, additional learning targets are delivered through the statutory science curriculum for all year groups throughout school.

We communicate our SRE programme to parents through our “Relationships and Sex Education Parents Guide”. This summarises our whole school approach and is available on our website and given to all parents of year 2 & 5 & 6 children. We also run parents’ workshops open to all parents of year 5 & 6 children prior to their SRE specific workshops being run in school.

Year	Ofsted SRE Learning Outcomes	Fieldhead Carr SRE Learning targets	Non SRE units that contribute to delivery of SRE learning outcomes.
1	<ul style="list-style-type: none"> Recognise and compare the main external parts of the human. Recognise similarities and differences between themselves and others and treat others with sensitivity. Identify and share their feelings with each other. Recognise safe and unsafe situations Identify and be able to talk with someone they trust Be aware that their feelings and actions have an impact on others. Make a friend, talk with them and share feelings 	No specific SRE unit for year 1	<p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about different types of feelings about managing different feelings about change or loss and how this can feel <p>Science 2014 National Curriculum</p> <p>Statutory</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>PHSE</p> <p>Awareness of the need for privacy with certain body parts – NSPCC underpant rule.</p> <p>Stranger Danger – simple rules for dealing with strangers. Work with local PCSO.</p>

2	<ul style="list-style-type: none"> • Recognise and compare the main external parts of the human. • Recognise similarities and differences between themselves and others and treat others with sensitivity. • Identify and share their feelings with each other. • Recognise safe and unsafe situations • Identify and be able to talk with someone they trust • Be aware that their feelings and actions have an impact on others. • Make a friend, talk with them and share feelings 	<p>Sex and relationship education: Boys and girls, families</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to understand and respect the differences and similarities between people • about the biological differences between male and female animals and their role in the life cycle • the biological differences between male and female children • about growing from young to old and that they are growing and changing • that everybody needs to be cared for and ways in which they care for others • about different types of family and how their home-life is special 	<p>PHSE</p> <p>Awareness of the need for privacy with certain body parts – NSPCC underpant rule. Stranger Danger – simple rules for dealing with strangers working with local PCSO. Simple rules for resisting pressure. Identify when they feel comfortable or at risk</p> <p>Science 2014 National Curriculum</p> <p>Statutory</p> <ul style="list-style-type: none"> • . to notice that animals including humans, have offspring which grow into adults. • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. <p>Non statutory</p> <p>Pupils should also be introduced to the processes of reproduction and growth in animals. The focus should be on questions that help pupils to recognise growth. They should not be expected to understand how reproduction occurs.</p>
3	<ul style="list-style-type: none"> • Express opinions for example about relationships and bullying • Listen to and support others • Respect other people’s viewpoints and beliefs • Recognise their changing emotions with friends and family ad be able to express their feelings positively. • Recognise their own worth and identify positive things about themselves. 	No specific SRE unit for year 3	<p>Science 2014 National Curriculum</p> <p>Statutory</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Non statutory</p> <p>Pupils should be introduced to main body parts associated with the skeleton and muscles finding our how different parts of the body have special functions.</p> <p>PHSE</p> <p>Dside drug education smoking and related post workshop class work.</p>
4	<ul style="list-style-type: none"> • Express opinions for example about relationships and bullying • Listen to and support others • Respect other people’s viewpoints and beliefs • Recognise their changing emotions with friends and family ad be able to express their feelings positively. • Be self confident in a wide range of new situations such as seeking new 	No specific SRE unit for year 4	<p>PHSE</p> <p>Dside drug education, alcohol and related post workshop class work</p>

	<p>friends.</p> <ul style="list-style-type: none"> • Seeing things from other people's viewpoint for example their friends or carers. • Discuss moral questions • Listen to support their friends and manage friendship problems. • About and accept a wide range of different family arrangements. • The diversity of lifestyles. • The diversity of values and customs in the school and the community. • The need to love and trust in valued relationships. • Identify adults that they can trust and who they can ask for help. 		
5	<ul style="list-style-type: none"> • Express opinions for example about relationships and bullying • Listen to and support others • Respect other people's viewpoints and beliefs • Recognise their changing emotions with friends and family ad be able to express their feelings positively. • Identify adults they can trust and who they can ask for help. • Recognise and challenge stereotypes for example in relation to gender. • Recognise the pressure of unwanted physical contact and know ways of resisting it. • That the life processes common to humans and other animals include growth and reproduction. • About the main stages of the human life cycle. • The many relationships that they are involved. • About different forms of bullying people and the feelings of both bullies 	<p>Sex and relationship education: Growing up and changing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the way we grow and change throughout the human lifecycle • about the physical changes associated with puberty • about menstruation and wet dreams • about the impact of puberty in physical hygiene and strategies for managing this • how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty • strategies to deal with feelings in the context of relationships • to answer each other's questions about puberty with confidence, to seek support and advice 	<p>Science 2014 National Curriculum</p> <p>Statutory</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe the changes as humans develop to old age. <p>Non statutory</p> <ul style="list-style-type: none"> • Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. • Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty <p>PHSE</p> <p>Dside drug education, drugs and volatile substances and related post workshop class work</p>

	<p>and victims.</p> <ul style="list-style-type: none"> • Why being different can provoke bullying and why this is acceptable. • The need for love and trust in valued relationships. 		
6	<ul style="list-style-type: none"> • Express opinions for example about relationships and bullying • Listen to and support others • Respect other people's viewpoints and beliefs • Recognise their changing emotions with friends and family ad be able to express their feelings positively. • Identify adults that they can trust and who they can ask for help. • Recognise and challenge stereotypes for example in relation to gender. • Recognise the pressure of unwanted physical contact and know ways of resisting it. • That the life processes common to humans and other animals include growth and reproduction. • That safe routines can stop the spread of viruses including HIV. • About the physical changes that take place at puberty, why they happen and how to manage them. • The many relationships in which they are involved. • How the media impact on forming attitudes. • About keeping safe when involved with risky activities. • The diversity of lifestyles. • The need for love and trust in valued relationships. 	<p>Sex and relationship education: Healthy relationships / How a baby is made</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the changes that occur during puberty • to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact • what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships • about human reproduction in the context of the human lifecycle • how a baby is made and grows (conception and pregnancy) • about roles and responsibilities of carers and parents • to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it • that contraception can be used to stop a baby from being conceived 	<p>Keeping safe and managing risk:</p> <p>Keeping safe - out and about</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about feelings of being out and about in the local area with increasing independence • about recognising and responding to peer pressure • about the consequences of anti-social behaviour (including gangs and gang related behaviour) <p>PHSE</p> <p>Dside drug education how drugs affect us and related post workshop class work</p>

Guidelines for running PHSE / SRE lessons

Personal, Social, Health Education

Ground rules offer safety and security for children and teachers. A safe climate is ensured through the school rules and Circle Time rules are revised regularly. These rules for Foundation to Year 6 are as follows:

- We listen to each other (treat everyone with respect)
- We do not say or do anything that would hurt another person
- We do not use people's names within open forum
- We signal when we want to say something (take turns)
- We may say pass
- If a game involves touch we may sit and watch before making a decision to join in.

The classroom rules are negotiated at the beginning and throughout each school year between the teacher and children and form our work towards Investors in Pupils.

In addition to these rules, class teachers develop a set of rules for lessons and discussions related to Sex and Relationship and Drug Education. For example

Ground Rules and Distancing Techniques

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct names of body parts will be used
- The meaning of words will be explained in a sensible and factual way.

Teachers are aware of their responsibility to minimise the chance of pupils making disclosures in the class by using ground rules, distancing techniques and other recognised methods. When working on sensitive issues, distancing techniques are used to avoid embarrassment and protect pupil's privacy.

Depersonalising discussion, using role play to 'act out' situations, appropriate videos, case studies with invented characters and visits to/from outside agencies all help pupils discuss sensitive issues that develop their decision-making skills in a safe environment. Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.

Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Headteacher or Designated Safeguarding Officer should be informed and the usual child protection procedures followed.