



Lings Primary School

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP EDUCATION POLICY (PSHE and Citizenship)

Incorporating

**RELATIONSHIP and SEX EDUCATION POLICY
(SRE)**

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Lings Primary School Ethos

Children are at the heart of all that we do at Lings. The school provides children with a rich and relevant curriculum where we aim to ensure all children reach their full potential with a range of motivating, stimulating and fun learning experiences. Through the PSHE and Citizenship curriculum children are encouraged to explore their ideas and feelings; building on their confidence and self esteem; and learn how to be a positive member of our school community.

Policy Statement

PSHE reflects the whole school aims of providing a caring community in which children and young people can learn to respect themselves and others by:

- Enabling children to take responsibility for their own actions.
- Teaching children to work well with others.
- Teaching children how to keep themselves safe.

This is achieved by the use of circle time, including conflict resolution supported through whole school use of Restorative Justice, positive behaviour strategies and assemblies, sex and relationship education and Protective Behaviours. The school also welcomes input from outside agencies such as the NSPCC, online safety officers, Junior Wardens and Solve-It, as well as from a variety of community groups, including local churches, charities and foodbanks.

PSHE is central to the development of the pupils in our school. We aim to help pupils learn to recognise their own worth, develop a growth mind-set, work well with others and become increasingly responsible for their own learning. Pupils are given opportunities to reflect on their experiences, and understand how they are developing; and physically, personally and socially tackling many of the issues that are part of growing up.

Pupils also find about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

Links with other policies

PSHE and Citizenship is linked to other school policies including:
Child Protection, Behaviour Policy, Anti-bullying Policy and Health and Safety Policy.

Organisation, planning, delivery and assessment

PSHE and Citizenship co-ordinator

The PSHE and Citizenship co-ordinator at Lings Primary is Caroline Leeming.

The PSHE and Citizenship co-ordinator is responsible for ensuring PSHE is delivered by teachers in the school and for maintaining quality, consistency and continuity. The role of the co-ordinator includes updating the curriculum policy, liaising with school Governors, maintaining and developing resources and monitoring the teaching and learning of PSHE.

The school has a wide range of resources, including books, posters, leaflets, games and CD's which are age appropriate and available for all staff to use, in addition to the whole school Jigsaw planning and resource

scheme and the Protective behaviour schemes of work and the St. John's ambulance First Aid scheme of work.

All staff maintain a professional and impartial attitude when teaching PSHE and will deal appropriately with any sensitive issues which may arise.

Organisation of PSHE

Guidance from Qualification Curriculum Authority (QCA) (2005) suggests schools' PSHE and Citizenship provision should be through a combination of: - discrete provision within separate curriculum time

- explicit opportunities in other curriculum subjects
- whole-school and suspended timetable activities
- involving pupils in the life of the school and wider community.

Occasional off-timetable experiences and activities provide a useful opportunity when a particular aspect of PSHE can be studied intensively e.g.

- Residential experiences.
- School visits
- Fund raising schemes
- Refection Space
- Multi-sports events
- Workshops and links with other NPAT schools and secondary schools
- Community visits, eg: to care homes
- Links with Weston Favell Centre, eg: singing and crafts

At Lings we strive to provide all these opportunities over each academic year and across a pupil's journey through the school.

(see PSHE long term planning map Appendix 1)

Inclusion

PSHE and citizenship is taught to all children, regardless of their ability. The teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship, individual targets for the children are taken into account.

At the end of each Jigsaw Puzzle in every year group, there is a grid showing how the lesson's learning can be differentiated.

Jigsaw

The PSHE curriculum will be taught mainly through use of the Jigsaw PSHE program. This program provides detailed planning and resources for teachers. Each year the children in all year groups will follow 6 topics:

- Being me in my world
- Celebrating difference

- Dreams and goals
- Healthy me
- Relationships
- Changing

This cyclical approach means that each year the children will build on their learning from the previous year, but with clear progression in outcomes and expectations as they move through the school.

Each lesson includes time for discussion, sharing and a chance to calm down and reflect on learning, helping to develop mindfulness within the classroom.

Children will share the Class charter at the beginning of every session, which reminds them that

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass (not speak)
- We only use names for compliments
- We respect each other's privacy

These echo the Lings' school rules, and it is important that children are reminded of these each session.

First Aid

First aid is a new and vital part of PSHE teaching (curriculum update September 2020). All children from Year 2 upwards will follow a spiral curriculum of increasing First Aid lessons, following the St. John's Ambulance scheme of work, beginning with how to call for help. This will ensure that all children will have a

good understanding of how to keep themselves and others safe in a variety of situations by the time they leave Lings. (see PSHE long term planning document- appendix 1)

Links to pastoral systems and community services

On the playground

A number of year 5 and 6 children are trained each year to become “Play leaders”. At breaktime and lunchtime their role is to support younger children with setting up and maintaining games in a positive manner.

Breakfast Club

This is offered at a subsidised cost to our families. The aim of breakfast club is to ensure children are in school on time ,have a good breakfast to start their day and have access to any school supports they might need; to ensure they are prepared for learning. Breakfast club also aims to teach children life skills such as co-operation, food hygiene and tidying up after themselves, whilst improving social communication skills.

Lunch Time Club

This facility is provided by Home/School Support Workers Nicola Mann and Helen Fox for children who are low in confidence, vulnerable or who might just prefer some quiet time, rather than going out on to the playground.

Pastoral support

A range of pastoral programmes are offered to children who need more intensive PSHE work, or who may need targeted support. These programmes include Play Therapy from the school’s certified therapeutic play practitioner, Drawing and Talking, Social stories, Protective Behaviours offered by the Pastoral Team, and small group sessions such as confidence building, raising self esteem, and improving communication skills- offered by the Pastoral Team.

Designated Safeguarding Leads

Designated Safeguarding Leads (DSLs) within in the school work with children who have emotional difficulties. Some children are given regular appointed times where they can discuss their problems in a relaxed, informal environment. Children who find themselves in an emotional crisis may also have access to the services of these people. Where appropriate the DSLs will refer children on to caring agencies. (please see website for list of DsL personnel)

[Safeguarding & On-line Safety - Lings Primary School, Northampton \(lings-primary.co.uk\)](http://lings-primary.co.uk)

Specific issues

When dealing with sensitive issues the following needs to be considered: Child Protection (see policy)
Confidentiality
Dealing with difficult questions
Behaviour policy

Working with outside agencies

Community based agencies which provide support for children at Lings will be expected to deliver the following:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children and young people in any way.
- Be familiar with the School's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children/young people actively and communicate at appropriate levels for the age group concerned.
- Make clear to children/young people who they are, who they represent and what their aims and objectives are.
- Communicate with children and young people using an open and non-judgemental approach, avoiding any hidden agenda to influence.

Prior to agencies attending the School, relevant staff ensure that:

- Checks have been made with the LA if there are any concerns
- Their input is integrated within a planned programme
- Appropriate planning sheets/lesson plans have been produced
- School/class background information has been issued
- Resources have been checked for suitability
- Confirmation of dates and times have been confirmed in writing
- An evaluation process has been agreed.

Dissemination

This policy will be displayed on the schools' website for all parents, visitors and staff to see. There will also be a copy on the Teams site for staff to refer to regularly.

Monitoring and evaluation

The PSHE co-ordinator will monitor the implementation of the policy.
The Co-ordinator will review the policy on a 2 year basis in following feedback from both pupils, parents and staff and in liason with heads of school and the Governors.

Sex Relationship Education (SRE)

The teaching of sex and relationships education recognises that there is a range of values and morals held within the school community.

It is important to remember that pupils come from a variety of backgrounds with a range of beliefs and understandings. It is vital that the self-esteem of the pupil is never compromised when discussing sensitive issues such as families or sexual behaviour.

It is important that parents are informed when SRE lessons will take place and of their content. This enables them to open a dialogue with their children if they wish and supports the partnership between parents and school.

SRE Guidance (DfES 2004) provides the following definition:

“It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

The objective of sex and relationships education is to help and support children and young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help children learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.”

It has three main elements.

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage and stable, loving, long-term relationships for the nurture of the children;
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas; and - developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made; - managing conflict;
- staying safe online;
- learning to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages; - understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy;
- learning about contraception and the range of local and national sexual health advice, contraception and support services.

Organisation

SRE is a core part of the PSHE curriculum and will be taught throughout the school following the Jigsaw “Change me” topic, which will be delivered in the summer term. The class teacher should be the main person to teach SRE, however outside agencies and personnel can be utilised to support and enhance its delivery.

Training will be delivered to teachers on the teaching of SRE by the Jigsaw team in Spring 2022.

Parents right to withdraw their children

Under the Education Act 1993 parents can withdraw their child from any part of the SRE programme which is not part of the National Curriculum. The following are statutory requirements within the National curriculum and must be taught to all pupils.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. ([Relationships education, relationships and sex education \(RSE\) and health education: FAQs - GOV.UK \(www.gov.uk\)](#))

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (year 1)
- Notice that animals, including humans have offspring which grow into adults (year 2)
- Describe the changes as humans develop to old age (year 5)
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (year 6)

Parents wishing to exercise this right are invited to discuss their concerns and arrangements for their child with the class or Head teacher.

Drugs Education (Alcohol, and Tobacco and volatile substances)

Drugs can have a devastating impact on children and young people's lives. Even relatively small amounts can affect their education, health, well-being, relationships and prevent them from reaching their full potential. Drugs can also lead to major disruption within school. Lings will not be complacent over any issues concerning children and drugs.

The DfES (2004) guidance for schools states that the purpose of the school drugs policy is to:

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health and safety of pupils and others who use the school
- Clarify the school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the drug education programme
- Enable staff to manage drugs appropriately on school premises
- Ensure that the response to incidents involving drugs complements the overall approach to drugs education and the values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school drugs educational programme and the management of incidents involving illegal and unauthorised drugs
- Reinforce the role of the school in contributing to local and national strategies

The school's stance toward drugs, health, and the needs of pupils

The school recognises the need to prepare and equip children to deal with the pressures of living in a society where drugs are available and where they may experience some peer group pressure to participate in drug taking themselves. The school also needs to be ready and able to deal with the broad range of drug related situations and incidents which may occur in the lives of our pupils and others involved in the life of the school.

It is vital that the school sends a clear message to the whole school community that the possession, use, or supply of illegal or unauthorised drugs is unacceptable and will not be tolerated. However, if an incident involving drugs should occur the first concern is always for the health and safety of the school community and meeting the pastoral needs of pupils. Therefore administering first aid and summoning help in the case of medical emergencies will always take priority before dealing with any issues.

Aim of Drugs Education (including Alcohol, and Tobacco)

The aim of drugs education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

See 'Drugs – Guidance for schools' DfES 2004

Objectives

Through the PSHE curriculum the school aims to increase pupils' understanding and clarify misconceptions about the effects and risks of drugs.

The school aims to develop pupils' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:

- a) Assessing, avoiding and managing risk.
- b) Communicating effectively.
- c) Resisting pressures.
- d) Finding information, help and advice.
- e) Devising problem solving and coping strategies.
- f) Developing self-awareness and self-esteem.

Drugs Education

Drugs education focuses on knowledge and understanding, skills and attitudes. Issues included will be appropriate to the age and maturity of the pupils.

Drugs education is taught mainly through PSHE and citizenship but may also take place through cross curricular links such as in Science, Literacy and R.E.

A wide range of active teaching methods are used, which enable pupils to learn skills, discuss their views, explore their own and other peoples' attitudes and values as well as gain knowledge, practice skills to cope with drug related situations and engage actively in their own learning. The school will use local external agencies to support in addressing these issues where possible.

Management of drugs at school

The school does not permit the possession, use or supply of any illegal or legal drug (unless authorised legal drug), which takes place within the school boundaries. This covers; on or near the school premises, within the school day and during term time, on school visits (supervised or not), school journeys and at school events.

These rules apply equally to staff, pupils, parents, governors and those working and visiting the school.

See the Medical Needs Policy for details about administration of authorised prescribed and nonprescribed medicines.

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Hazardous chemicals and volatile substances – arrangements for the secure and safe storage of chemicals e.g. for cleaning are set out in the Health and Safety Policy.

Involvement of parents/carers and outside agencies

Parents/carers will be informed immediately if their child has been involved in a drug related incident. However, there may be some exceptional situations where involving the parents may put the child at risk of abuse and in these exceptional cases, the school will exercise some caution. The decision will be taken by the Head Teacher in liaison with the designated child protection officer with the child's welfare a priority.

We have strong links with the local police, health professional and charities and involve them in the drugs education curriculum.

LGBTQ+

At Lings we celebrate difference and diversity throughout our curriculum and as a key part of our ethos. Although there is no direct teaching of LGBTQ+ due to the age of the children at Lings, the themes of acceptance and valuing ourselves and others are built up from reception onwards through the use of the Jigsaw materials which also cover concepts such as disability, sexism and racism.

Children may use gay as a derogatory term, this is likely through lack of understanding, and staff should refer to the Jigsaw glossary to support the discussions which take place to correct this.. (see Appendix)

Confidentiality

Children are aware that they can talk in confidence to staff without fear of being judged. The welfare of the children will be central to our policy and practice. However, staff cannot promise total confidentiality.

This is made clear to pupils through the PSHE and citizenship programme during discussion of the class charter at the beginning of each PSHE lesson. Information about a pupil in relation to drugs will follow the same procedure as for other sensitive information.

If teachers have any concerns about the welfare of the children, they must inform the Head Teacher or Designated Safeguarding Lead.

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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	4 lessons Protective Behaviours	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Being me 4 lessons Protective Behaviours	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
2	Being me 4 lessons Protective Behaviours	Celebrating Difference + First aid lesson- Calling for Help	Dreams and Goals	Healthy Me	Relationships	Changing Me
3	Being me 4 lessons Protective Behaviours	Celebrating Difference + First aid lesson- Calling for Help	Dreams and Goals	Healthy Me + First Aid lesson- Bites and Stings	Relationships	Changing Me
4	Being me 4 lessons Protective Behaviours	Celebrating Difference + First aid lesson- Calling for Help	Dreams and Goals + First Aid lesson- Asthma	Healthy Me + First Aid lesson- Bites and Stings	Relationships	Changing Me
5	Being me 4 lessons Protective Behaviours	Celebrating Difference + First aid lesson- Calling for Help	Dreams and Goals + First Aid lesson- Asthma	Healthy Me + First Aid lesson- Bites and Stings	Relationships + First Aid lesson- bleeding	Changing Me
6	Being me 4 lessons Protective Behaviours	Celebrating Difference + First aid lesson- Calling for Help	Dreams and Goals + First Aid lesson- Asthma	Healthy Me + First Aid lesson- Bites and Stings	Relationships + First Aid lesson- bleeding	Changing Me + First Aid lesson- Life support

Useful websites

Citizenship

Association for Citizenship www.teachingcitizenship.org.uk

Teaching Citizenship Education: the global dimension www.citizenshipglobal.org.uk

Citizenship Foundation www.citfou.org.uk

Community Service Volunteers www.csv.org.uk

DfES Citizenship www.dfes.gov.uk/citizenship

Personal Finance Education Group (PFEG) www.pfeg.org.uk

Schools Councils UK www.schoolcouncils.org

Drug education

Action on Smoking and Health www.ash.org.uk

Alcohol Concern www.alcoholconcern.org.uk

Drug Education Forum www.drugeducationforum.com

DrugScope www.drugscope.org.uk

Institute of Alcohol Studies www.ias.org.uk

Emotional health and well-being

Ask Normen www.asknormen.co.uk

Antidote www.antidote.org.uk

Getting Connected www.gettingconnected.org.uk

National Emotional Literacy Interest Group www.nelig.com

National Pyramid Trust www.nptrust.org.uk

Healthy eating

British Nutrition Foundation www.nutrition.org.uk

Eating Disorders Association www.edauk.com

Food in Schools www.foodinschools.org

National Heart Forum www.heartforum.org.uk

Physical activity

British Heart Foundation www.bhf.org.uk

Sport England www.sportengland.org

Sustrans www.sustrans.org.uk

Youth Sport www.youthsport.net

PSHE

DfES PSHE www.teachernet.gov.uk/pshe

Healthy Schools www.wiredforhealth.gov.uk

Make A Connection www.makeaconnection.org
National Children's Bureau www.ncb.org.uk/library/pshecis
NSCoPSE www.nscopse.org.uk

Safety

Anti-Bullying Alliance www.anti-bullyingalliance.org
Bullyfreeworld www.bullyfreeworld.com
Kidscape www.kidscape.org.uk
Peer Support Works www.peersupportworks.com
Health and Safety Executive www.hse.gov.uk

Sex and relationships education

Brook Advisory Centres www.brook.org.uk fpa
(Family Planning Association) www.fpa.org.uk
Sex Education Forum www.ncb.org.uk/sef
Centre for HIV and Sexual Health www.sexualhealthsheffield.co.uk

LGBT+

[file:///easiserv-
2190/users/teachers/work/cleeming/Desktop/School/R.E,%20PSHE/Jigsawand-LGBT.pdf](file:///easiserv-2190/users/teachers/work/cleeming/Desktop/School/R.E,%20PSHE/Jigsawand-LGBT.pdf)

Glossary in child-speak

Bisexual (adjective):	A grown-up who feels comfortable being in love with either a man or a woman. They might live with or be married to this person.
Cisgender (adjective):	Someone who is male and happy being a boy or a female who is happy being a girl.
Gay (adjective):	This is when a man or a woman loves someone who is the same sex as them. They might live together or be married.
Gender (noun):	If you're male the word to describe your gender is most usually boy. If you're female then it's girl. Some children don't see themselves as a boy or a girl and we say they are 'questioning their gender'.
Heterosexual (adjective):	When someone is attracted to someone of the opposite sex.
Homophobia / Transphobia:	This is when someone uses unkind words about a person being gay or questioning their gender.
Lesbian (noun):	This is a woman who is attracted to or falls in love with someone who is another woman
Sex (noun):	This word is used to describe all the body parts that make someone male or female.
Sexuality:	This is the word we use to describe who somebody is romantically attracted to or falls in love with. A person might be heterosexual, gay, bisexual or a lesbian.
Stereotype:	This describes what someone believes about a group of people (often without knowing all the facts) and it is usually a simplified and fixed idea. Stereotypes are often unkind and can offend people.
Trans / Transgender (adjective):	This describes people who recognise that they are a different gender to the one they were told they were when they were very young.