

Personal, Social and Health Education (PSHE) and Citizenship Policy.

Aims and Objectives

Broad Square Primary aims to provide a curriculum that is broad, balanced and meets the needs of all pupils. Personal, Social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and wider community. In doing so, we help develop their sense of self-worth. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a multicultural society. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Broad Square follows the 'Jigsaw PSHE' scheme which supports the development of the skills, attitudes, values and behaviour which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by pupil-led discussions, investigations and problem-solving activities. Children take part in a range of practical activities that promote citizenship eg the planning of special events such as assemblies, or the involvement in an activity to help individuals or groups less fortunate than themselves. Pupils are encouraged to participate in discussion to resolve conflicts. We offer children the opportunity to hear visiting speakers such as health workers, police and representatives from the local church whom we invite into school to talk about their role in creating a positive and supportive local community.

PSHE and citizenship curriculum planning

We teach PSHE and citizenship through Jigsaw, which is a scheme of work aiming to provide a mindful approach to PSHE. Sometimes, where there are cross-curricular links, we teach PSHE through other subjects, but usually it is a stand-alone weekly lesson. Jigsaw brings together PSHE education, emotional literacy, social skills and spiritual development. Teaching strategies are varied in Broad Square, depending on the needs of the class or individual.

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising learning charters.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fundraising events.
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2	Changing Me	Includes sex and relationships education in the context of looking at change.

Sex and Relationships Education

Definition of Sex and Relationships education

‘SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education forum, 1999)

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed choices about their health and wellbeing.

Compulsory aspects of SRE

The sex education contained in National Curriculum Science (key stage 1-4) is compulsory for maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes'
- Children should learn 'how a baby is conceived and born' before they leave primary school.

Jigsaw SRE content

The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' puzzle.

Year Group	Learning intentions (Pupils will be able to...)
1	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. Respect my body and understand which parts are private.
2	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of the body are private. Tell you what I like/don't like about being a boy/girl.
3	Understand that in animals and humans lots of changes happen between contraception and growing up and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals. Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family. Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process Recognise how I feel about these changes happening to me and know how to cope with these feelings.
4	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having a baby when I am an adult. Describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.

5	<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Understand that puberty is a natural process that happens to everybody and it will be OK for me.</p> <p>Describe how boys' and girls' bodies change during puberty.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Understand that sometimes people need IVF to help them have a baby.</p> <p>Appreciate how amazing it is that human bodies can reproduce in these ways.</p>
6	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p> <p>Ask questions about changes during puberty</p> <p>Reflect on how I feel about asking questions and the answers I receive.</p> <p>Describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby.</p> <p>Understand how being physically attracted to someone changes the nature of a relationship.</p> <p>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p>

Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in the statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE/SRE coordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.

Drug and Alcohol Education

Drug and alcohol education includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines.

Effective drug and alcohol education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Drug and Alcohol Education Content

Year Group	Content (Pupils will be able to...)
2	<p>Understand how medicines work in my body and how important it is to use them safely.</p> <p>Feel positive about caring for my body and keeping it healthy.</p>
3	<p>Tell you my knowledge and attitude towards drugs.</p> <p>Identify how I feel about drugs.</p>
4	<p>Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>Relate feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.</p> <p>Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p>
5	<p>Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>Make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p> <p>Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p>
6	<p>Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p> <p>Be motivated to find ways to be happy and cope with life's situations without using drugs.</p> <p>Evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>Tell you how I feel about using alcohol when I'm older and my reasons for this.</p>

SEN

Inclusivity is a core part of the philosophy of Jigsaw. Teachers tailor each lesson to meet the needs of the children in their class, to enable all learners to reach their full potential.

Safeguarding

Teachers are aware that sometimes disclosures may be made during PSHE lessons; in which case, Broad Square's safeguarding procedures are followed immediately.

Assessment/Tracking Progress

Teachers ensure that children are making progress throughout their PSHE lessons. There are assessment tasks built in to the lessons and teachers regularly assess within lessons and children have the chance to assess their own learning.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experiences. Teachers are well prepared to handle personal issues arising from the work. Teachers deal sensitively with any issues and follow up appropriately. Sensitive and controversial issues may arise because they have a political, social or personal impact or deal with values and beliefs. This includes family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part. Teachers will also seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held by their peers.

Answering Difficult Questions and Sensitive Issues

Both formal and informal Sex and Relationships Education, and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned. Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils and answer appropriate questions and offer support. This should be regardless of children's developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school is happy to liaise with parents/carers on this issue to reassure them of the content and context .

Policy Review

This Policy is reviewed annually.

Date of Review	March 2017
Date of next Review	March 2018