The Prebendal School

A5_PSHCE and Sex Education at the Prebendal School

Background and Philosophy

PSHCE is a subject which is seen as very important at The Prebendal School. Historically, the School’s Christian Ethos and Code of Conduct have formed a sound basis for teaching pupils about their own behaviour, relationships with others and being a member of a community. The PSHCE curriculum augments these aspects of the school to help pupils make the most of themselves, keep themselves healthy, understand the society in which they live and begin to become a valuable member of their community on many levels. Staff at The Prebendal try to ensure that the areas of study are not just tacked onto the curriculum in order to play lip-service to their content, but that they form a basis for the ethos and values of the school, pervading many subjects that are taught.

However, the areas of study within PSHCE are, by their very nature, constantly evolving and changing. An issue that is relevant to pupils on one occasion may not remain so on another occasion. Although there are some important points of knowledge that we must ensure the pupils study, to a large extent the curriculum content can be driven by circumstances. For these reasons the PSHCE curriculum is very cross curricular; issues are discussed in a wide variety of subjects and in many different ways. It is therefore difficult to set the curriculum down on paper without becoming too prescriptive.

This document aims to be a guide for staff in the work that they do with their forms and in their subject areas. It should be seen as a working document; a memory jogger that should be constantly referred to as an aid for discussion and to provide staff with information as to where content is lacking.

The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;

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A5_PSHCE and Sex Education at the Prebendal School

- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community;
- develop an understanding of different cultures and ethnic diversity;

Delivery of the curriculum
Due to the open dialogue which is encouraged between staff and pupils many of the values, attitudes and moral concepts taught in PSHCE curriculum are regularly discussed. Circle-Time is common place in the younger year groups. The Form Group system of pastoral care, where pupils are under the care of one form teacher provides a good vehicle for supporting the PSHCE programme. Form group discussions are encouraged when issues arise. All forms have one timetabled period a week. However, the curriculum is taught on a much wider foundation and there are numerous cross-curricular links. Teachers of PSHCE are aware of the skills and information content of the curriculum to be covered but the topics discussed may vary due to circumstance. Teachers of PSHCE, Form teachers, House-staff, Matrons, visiting speakers etc all play a role which may be fluid on a yearly basis but this is closely monitored.

Assemblies and Cathedral are very much seen as vehicles for Moral and Spiritual and Social education. Staff, pupils and outside speakers are all involved in these occasions. Topics are many and varied and can be religious, moral or general knowledge based. The PSHCE programme is at present augmented by a number of other activities.

Initiatives
PSHCE at The Prebendal does not only rely on its traditions to deliver the PSHCE curriculum. We are open to new initiatives and are constantly looking to the future.

Pupil Voice (School Council) encourages the pupils’ involvement in decision making. This involves chosen representatives from all year groups and the Deputy Head. The Head Boy and Head Girl chair the meeting with the Deputy Head in attendance. The children are encouraged to be involved in charitable works and fund raising. Year 8 have a system where they nominate charities, vote on which to support and then organise the fund raising. In addition to this children wither by class, group or individually are encouraged to take part in fund raising for charities that they feel close to. Such activities will promote the pupils understanding of the wider word, of other cultures and of those less privileged than themselves.

Staffing
The PSHCE curriculum and its delivery are overseen by the Head of PSHCE. Issues are discussed during Staff Meetings, School Pastoral Meetings and at the Pastoral Meeting chaired by a Governor. If particular topics need to be approached with the children or groups of children then this may happen through the PSHCE lesson or on a more personal basis via a Form Teacher or someone with whom the child relates.
Resources
Age-specific text books and videos are largely bought and kept in year group class rooms.

Sex Education and Relationships Policy

This policy has been written taking into account the Sex Education and Relationships Guidance (DfEE 0116/2000)
Learning about physical, moral and emotional development is a lifelong experience. It involves understanding of the importance of respect, love and care within stable and loving relationships. It is also about the teaching of sex, sexuality, and sexual health.

Aims For Sex And Relationship education
The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.
The sex and relationships programme will reflect the schools aims and encourage the following values:
- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Objectives For Sex And Relationship education
- To learn about the physical and emotional changes of puberty
- To learn how humans reproduce
- To respect and care for their bodies and to develop skills for a healthier safer lifestyle
- To learn the value of family life, marriage, and stable and loving relationships for the nurture of children;
- To learn the value of respect, love and care;
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To prepare the pupils for opportunities, responsibilities and experiences of adult life

Organisation
Sex and relationship education is delivered within Science lessons, during PSHCE, within Religious education and Assemblies and Services.
Guidelines For Teachers

Teachers and all those contributing to sex and relationship education are expected to work within an agreed values framework as described in the school’s policy, which must be in line with current legislation.

A set of ground rules will help to create a safe environment in which they and the pupils
- do not feel embarrassed or anxious about unintended or unexpected questions
- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used
- meanings of words will be explained in a sensible and factual way.
Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service; If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school’s child protection procedures. The staff member will inform the DSL who will then deal with the matter in accordance with the Safeguarding Children Policy for child protection. A member of staff cannot promise confidentiality if concerns exist.

Parents
Parents are the key people in teaching their children about sex and relationships. They are welcome to discuss any issues about the Relationship and Sex education of their child with the Head of Science, Head of PSHE and/or the Head. Parents have the right to withdraw their children from part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. However, it is not advisable as the topics taught form part of the CE syllabus. Parents will be informed when the sex education component of Science is covered in Year 6.

Use of Visitors
- Visitors should complement but never substitute or replace planned provision. It is the teacher’s responsibility to plan the curriculum and lessons.
- When appropriate, visitors may be involved in the delivery of sex and relationship education.

Children With Special Needs
- Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring And Evaluation
- Monitoring is the responsibility of the Head and teacher with responsibility for sex and relationship education.
- The effectiveness of the SRE programme will be evaluated by assessing children’s learning and implementing change if required.
PSHE/CITIZENSHIP YEAR 1 - TOPICS

- Developing confidence and responsibility
- Making most of their abilities
- Awareness of own and others’ feelings – different feelings, conflict and resolution, feeling cross, jealousy
- Learning how to keep bodies healthy now and in the future – healthy food, rest and sleep, keeping fit, personal hygiene, pets

PSHE/CITIZENSHIP YEAR 2 - TOPICS

- Establishing class rules
- Keeping safe – safe/unsafe places, accidents and emergencies, bullying, getting lost, secrets
- Good relationships – caring and sharing, teasing and bullying, eating together, moving home, school, job
- Looking after our environment – pollution, recycling, caring for wildlife, green spaces, home/school/local environment

PSHE/CITIZENSHIP YEAR 3 - TOPICS

- Class rules
- Working together
- Friends and relationships (inc. bullying)
- Equality and difference (celebration of differences)
- Being a positive person
- Healthy eating and table manners
- Co-operation
- Listening skills
- Caring for the school environment
- Recycling
- Personal health and hygiene
- Holistic well-being
- Helping others
- Working together to solve problems
- Celebrations
- Disability
- Trust
- Being polite/thoughtful
- What is a citizen?
- Feelings
- Safety at home and on the roads
- Making choices
- The difference between ‘need’ and ‘want’
• Consequences of poor behaviour
• Sharing opinions
• Lies

**PSHE/CITIZENSHIP YEAR 4 - TOPICS**

• Sharing interests
• Likes and dislikes
• Opinions and making choices
• Feelings and emotions
• Fairness
• Co-operation
• Playground games
• Bullying
• Peer relationships – how to work as a team
• Keeping safe at home and how to get help
• Road safety
• Making friends
• Dealing with difficulties in friendships
• What makes a healthy diet
• Exercise and personal hygiene
• Protecting our bodies - medical use of drugs and preventing the spread of germs
• Diversity – we are all unique
• Belonging to a community
• Caring about neighbours
• Looking after our environment
• Different lifestyles
• Conserving resources

**PSHE/CITIZENSHIP YEAR 5 - TOPICS**

• Listening to others
• Sharing ideas
• Co-operation
• Good relationships
• Friendship
• Bullying
• The importance of the family group
• The importance of a healthy diet and exercise
• Personal hygiene
• Knowing about personal safety and the procedures to follow in an emergency
• Cultural similarities and differences
• Caring about the environment
• Avoiding drug misuse
- How we are governed
- The police
- What to do in an emergency
- Forgiveness
- Bereavement

**PSHE/CITIZENSHIP YEAR 6 - TOPICS**

- Developing listening and communication skills
- Making decisions
- Responsibility
- Peer relationships
- Prejudice
- Alcohol
- Rules and laws
- Respect for the law/police
- Dealing with criticism
- Family relationships and how change can affect families
- Smoking – harmful effects and avoiding peer pressure
- Human rights – understanding basic human rights and organisations which work for these issues
- The election process and how law is established
- Being different – individuality, hobbies, family life, lifestyles, eating disorders
- Disability
- Environmental issues

**PSHE/CITIZENSHIP YEAR 7 - TOPICS**

- Rules at home and in society
- Bullying
- Personal safety
- Managing money
- Media influences
- Accepting and giving praise
- Respecting others
- Having your say – understanding democracy and the importance of individuals using their right to vote
- The Houses of Parliament
- The role of voluntary groups
- Families
- Resolving personal conflict
- How to cope in an emergency
- Drug awareness
- Puberty – changes in the body both male and female and introduction to human reproduction within a loving relationship
• Young people and the law
• Standing up for yourself
• The UN

**PSHE/CITIZENSHIP YEAR 8 - TOPICS**

• The history of slavery and the implication of this in society today
• Boyfriends/girlfriends
• Future hopes/careers
• Contraception and STIs
• The Commonwealth
• World Health Organisation
• Depression
• Watch and discuss a DVD on three young people whose lives have been affected by alcohol
• Asylum seekers and refugees
• Learning to relax
• Road safety
• First aid – dealing with accidents
  - recovery position
  - choking
  - bleeding/shock
  - burns/scalds

This policy document is available on the school website