

Widford Lodge
PREPARATORY SCHOOL



2d- PSHEE and Citizenship Policy and Scheme of Work

This policy applies to all pupils in the school including those in the EYFS

Reviewed and Approved by the Proprietor September 2017

Next Review September 2018

Purpose

The purpose of this policy is to establish and promote the profile of PSHEE & Citizenship at Widford Lodge. It is also intended to cover the expectations and standards set within the school curriculum for all children, regardless of background, to support their all-round development and understanding.

Aims for the School Curriculum

- To provide opportunities for all pupils to understand how to become healthy, independent and responsible members of society
- To promote pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life at school and in the wider community and British society
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance
- To encourage respect for other people, with particular regard to “protected characteristics” under the Equality Act 2010, including age, disability, marriage and civil partnership, sex, race, gender reassignment, sexual orientation, religion or belief or lack of, pregnancy and maternity
- To give pupils opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- To give pupils the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- To equip pupils with the skills, knowledge and confidence to manage their money well, now and in the future.

These aims reinforce each other: the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in these areas is essential to raising standards of all pupils.

Rationale

The importance of Personal, Social, Health and Economic Education and Citizenship

Personal, Social, Health and Economic Education (PSHEE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. 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. Pupils also find out about the main political, economic and social institutions that affect their lives and 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 the effective, fulfilling relationships that are an essential part of life and learning.

The Framework for PSHEE and Citizenship

Our PSHEE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

Myself and My Relationships - including Emotional Wellbeing, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

Healthy and Safer Lifestyles – including Personal Safety, Drug Education, Sex and Relationships Education, Healthy Lifestyles and Safety Contexts (including Road Safety).

Citizenship – including Diversity and Communities, Rights, Rules and Responsibilities and Working Together

Economic Wellbeing – including Financial Capability.

It is hoped that children will recognise that many decisions about both health and safer lifestyles are made in a social context or are influenced by the attitudes, values and beliefs of others.

ESafety forms an important part of the PHSEE curriculum and is taught to every year group through the Computing curriculum.

Sex and relationship education is taught each year in our PSHEE and Citizenship programme and specifically in Year 6 as part of the science curriculum. Parents' permission is obtained beforehand for the Year 6 science programme. Pupils of all ages will be given clear guidance on self esteem, responsibilities within relationships, positive values and who to talk to about any concerns.

The SRE policy is an appendix to this document. (Appendix 1)

Economic education was specifically introduced to the PHSEE curriculum in 2015. It is specifically taught in Years 2, 4 and 6 in our PSHEE and Citizenship programme. We also cover the economic aspects recommended by Pefg (Personal Finance Education Group) in Mathematics lessons.

There is increasing recognition of the importance of actively promoting fundamental British Values at all UK schools; it is now a statutory requirement to do this. The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

At Widford Lodge we take pride in actively promoting the fundamental British Values throughout the school. We strongly believe in individual freedom, tolerance of others, personal and social responsibility and upholding the rule of law. Fostering these values is at the heart of our curriculum and in the wider life of the school.

The following examples show some of the ways Widford Lodge seeks to embed British Values.

PSHEE and Citizenship

Mutual respect is taught through formal PSHEE lessons. Children are encouraged to know their rights and responsibilities and personal freedoms. They learn how to make safe choices and about the consequences of when the law is broken.

RE

Tolerance of different faiths and religions is promoted in RE. Children learn about religious diversity and the practices of the main religions represented in the UK. Children are encouraged to share their faiths and beliefs within the school and celebrate festivities throughout the calendar year.

School Council

The school promotes a democratic process for the election of school councillors. This cultivates the concept of freedom of speech and group action to address needs and concerns.

Daily acts of collective worship and assemblies

Our assemblies uphold values of empathy, respect and tolerance. Local religious leaders are invited to reinforce these values; traditionally seen in our harvest assemblies. Furthermore, our class assemblies cover a wide variety of topics that support British Values.

Theme days and National events

In recent years, we have celebrated the 90th birthday of Queen Elizabeth II and our school's anniversary with a visit from the mayor. Many children also witnessed the Tour de France and visit of the Olympic torch to mark the special occasion of the Olympic Games. Our Languages Day added to the diverse celebration of events at Widford Lodge with staff contributing to a range of activities to instil awareness and respect towards other cultures.

The scheme of work for PHSEE is attached to this policy.

The Framework for Citizenship

This comprises 3 interrelated strands:

1. Diversity and Communities
2. Rights, Rules and Responsibilities
3. Working Together

Forms of Curriculum Provision

PSHEE and Citizenship cannot always be confined to specific timetabled time.

PSHEE and Citizenship is delivered within a whole school approach which includes:

- Discrete curriculum time
- Teaching PSHEE and Citizenship through and in other subjects/curriculum areas
- Through PSHEE and Citizenship assemblies, activities and school events
- Through pastoral care and guidance

Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification
- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time
- School Council
- Drama and role-play

Planning

Teachers plan using [Cambridgeshire Primary Personal Development Programme](#) . There are comprehensive frameworks which set out units of work to be covered by each year group annually. Teachers are supported with resources and curriculum materials as well as Teacher Guidance to develop good practice.

Assessment, Recording and Reporting

Assessment in PSHEE and Citizenship does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties.

Opportunities for assessment are built into our framework by:

- Understanding pupils' prior learning
- Providing them with opportunities to reflect on and assess their learning
- Recognise its relevance to their day to day lives and how they are progressing

Learners need to “know about...”, “know how to...” and also “be able to...”

In recording lesson outcomes, it is the intention to promote a variety of methods such as photography, display work and project folders instead of more traditional formats. This is to allow for the wide ranging and often discussion based nature of the subject.

Resources

We primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHEE and Citizenship. We will avoid a ‘resource-

led' approach to delivering PSHEE, instead focusing on the needs of the children and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets and videos, before using them.

When PSHEE and Citizenship related resources are being used within other subject areas, for example books about the human body in science, the same criteria are applied. This also applies to electronic resources, such as the use of websites and presentations found on the internet.

We use children's books, both fiction and non-fiction, extensively within our PSHEE and Citizenship programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts, in case they need to have a preparatory conversation with a child before the teaching takes place, for instance.

Use of visits and visitors

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHEE and Citizenship programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

Some visits and visitors are arranged to enhance provision, for example the Year 6 visit to Chelmsford City Council's "Crucial Crew" project, we had a QC visit the Prep school to discuss the British legal system and a new mum brought in her baby during the Reception classes SRE work .

Residential visits can make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHEE and Citizenship curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a priority, and we recognise and value its contribution to the PSHEE and Citizenship programme. This reflects our approach to active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- links with the church (e.g. Harvest Festival, Remembrance Day)
- charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and the Romanian Shoe Box appeal)
- school clubs (e.g. choir performances in local venues, History Club with links to Oaklands Museum)
- invitation afternoons (e.g. grandparents coming in to talk about Christmas when they were children)
- citizenship visits (e.g. visiting the Council offices, visit from the Mayor and our new MP)
- links with local services (e.g. visits from the fire brigade, visits to the local museum)

Role of PSHEE Co-ordinator

The Co-ordinator will:

- Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- Lead policy development
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- Provide appropriate support and training for staff
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- Attend relevant courses and training opportunities
- Order and monitor resources.
- Report regularly to the Headmaster discussing progress and development of the subject both in school and nationally.

Answering Difficult Questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHEE and Citizenship, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHEE and Citizenship. As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from their line managers or PSHEE leader.

Schemes of Work

Personal, Social, Health, Economic Education and Citizenship within the Early Years Foundation Stage

We aim to help the children learn about PSHEE and Citizenship through simple activities primarily linked to the area of learning 'Personal, Social and Emotional development':

- ✓ Making relationships
- ✓ Self-confidence and self-awareness
- ✓ Managing feelings and behaviour

The 'Characteristics of Effective Learning' section from the EYFS (May 2012) also lends itself to helping children grow as an individual:

Playing and exploring – engagement

- ✓ Finding out and exploring
- ✓ Playing with what they know
- ✓ Being willing to 'have a go'

Active learning – motivation

- ✓ Being involved and concentrating
- ✓ Keeping trying
- ✓ Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- ✓ Having their own ideas
- ✓ Making links
- ✓ Choosing ways to do things

These activities will help the children to:

- Be confident
- Adapt to changes in routine
- Work as part of a group or class
- Take turns
- Listen to others
- Help others
- Express their feelings
- Form positive relationships with adults and children
- Learn how to behave in different situations

We also ask the children to help us write our school rules which children and staff follow.

The children in the Reception class will receive a weekly PSHEE and Citizenship lesson planned using the **Cambridgeshire Primary Personal Development Programme**.

Personal, Social, Health and Economic Education in the Reception class

Myself and My Relationships

How am I special and what is special about other people in my class?

- Belonging in the class
- Likes and dislikes, Similarities and differences
- Setting goals, recognising feelings, communication and cooperation
- Ground Rule; Rights, rules and responsibilities
- Right and wrong, fair and unfair

Who are my special people and why are they special to me?

- Valuing difference and diversity
- Kind and unkind behaviour, bullying, conflict resolution
- Asking for help and telling, being assertive
- Safety Circle, supporting others

Can I recognise emotions in other people and say how they are feeling?

- Identifying and managing emotions, feelings, thoughts and behaviour
- Fair and unfair
- Loss and change, empathy

Citizenship

Who are the people in my class and how are we similar to and different from each other?

- Similarities, difference and diversity, respecting and valuing others
- The way we live, neighbourhood
- Our beliefs, routines, customs and traditions, culture, race and religion

Who are the people who help to look after me and my school?

- People and places, family, school, neighbourhood
- Jobs, roles and responsibilities, helping and working together
- Caring for living things, local environments
- Money

Healthy and Safer Lifestyles

My Body and Growing Up

- Valuing the body
- Body parts, my teeth
- Shapes and sizes
- Self-care skills
- Change and responsibilities

Keeping Safe (Including Drug Education)

- Assessing risk, personal safety skills
- Good and bad secrets, good and bad touches
- Real and pretend, Lost and found
- Road Safety
- Safe use of medicines, Medicines, pills, injections

What things can I do when I feel good and healthy?

- Healthy Choices
- My teeth
- Food and drink, exercise, rest and sleep
- Leisure time

Key Stages 1 and 2

PSHE Association Guidance

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHEE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHEE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Personal, Social, Health and Economic Education in Form 1

Myself and My Relationships

How can I make someone feel welcome?

- Belonging in the class /school / community, ground rules / class charters
- Similarities and differences
- Recognising feelings, calming down
- Problem solving, asking for help

What makes a good friend?

- Friendship, special people, families
- Changing friendship patterns, valuing difference, different points of view
- People who help
- Conflict resolution, problem solving in relationships

What is bullying?

- Valuing difference and diversity, physical, mental and emotional wellbeing
- Strategies for dealing with bullying including assertiveness
- Asking for help and telling, supporting others, creating an anti-bullying ethos

How am I changing as I grow up?

- Changing friendship patterns
- Developing new skills and independence, transitions within school
- Habits, losing things, emotions involved with change

Citizenship

What are some of the similarities and differences between me and others?

- Similarities and differences, valuing diversity, different cultures and beliefs, respect
- Groups in and out of school, community
- Stereotypes
- People who help us
- School environment, local environment, needs of people / animals /pets / plants

Healthy and Safer Lifestyles

How amazing is my body?

- External parts of the body, valuing my body and what it can do
- Personal hygiene

What are medicines and why do some people use them?

- Medicines, attitudes to health professionals
- Feeling ill, feeling better
- Risky household substances, safety rules, being persuaded

Who are the people who keep me safe?

- Being / feeling lost, trusted people
- Feeling safe, uncomfortable feelings
- Good and bad secrets, promises, tricks and threats
- Internet safety, E-Safety
- Asking for help

Personal, Social, Health and Economic Education in Form 2

Myself and My Relationships

Can I name some different feelings?

- Self-awareness, identifying and naming emotions, coping with feelings
- Feelings, thoughts and behaviour, likes and dislikes, feeling proud
- Impulsive behaviour, calming down and relaxing, worry and anxiety
- Assertiveness

What is bullying?

- Valuing difference and diversity, physical, mental and emotional wellbeing
- Strategies for dealing with bullying including assertiveness
- Asking for help and telling, supporting others, creating an anti-bullying ethos

Citizenship

How do rules make me feel happy and safe?

- Class and school rules and charters
- Rules and laws in society, understanding right and wrong
- Explaining views, decision making
- School and class councils
- Responsibilities to other people

What am I and other people good at?

- Recognising strengths, developing skills, steps towards goals
- Effective communication, compromise and co-operation, discussion and negotiation, evaluating
- Applying group work and communication skills

Healthy and Safer Lifestyles

How do babies change and grow?

- Babies to children to adults, growing up
- Changing responsibilities

What are the potentially risky substances at home and at school?

- Medicines, attitudes to health professionals
- Feeling ill, feeling better
- Risky household substances, safety rules, being persuaded

What are risky situations and how can I keep myself safer?

- Risky situations, emotions associated with risk
- Basic personal information, asking for and giving help in an emergency

Keeping Safe

- Road safety, travel to and from school, keeping safe from accidents
- Sun safety, water safety

Economic Wellbeing

Where does money come from and where does it go when we 'use' it?

- Money in different /familiar contexts, cash values, money as a finite resource
- Uses of money, saving and spending, how banks work
- Emotions in relation to money
- Charity

Personal, Social, Health and Economic Education in Form 3

Myself and My Relationships

What does it feel like to be new or to start something new?

- Ground rules / class charters, responsibilities
- Belonging, new situations, meeting new people
- Managing feelings, calming down, making choices, problem solving
- Asking for help, networks of support

What does a good friend do?

- Special people and networks
- Understanding and valuing difference, other points of view, compromise
- Emotions in relationships, conflict resolution
- Family patterns

What are the key characteristics and forms of bullying?

- Types of bullying including prejudice driven bullying, bullying related to race, religion or culture
- Physical, mental and emotional wellbeing
- Strategies for dealing with bullying including assertiveness
- Networks of support
- Bystanders

What changes have I already experienced and might I experience in the future?

- Range of experiences of change, emotions involved in loss and change
- People I see, people I don't see
- Taking responsibility for choices, making amends, confidence in new situations
- Bereavement

Citizenship

What makes me 'me'?

- Identity, similarities and differences
- People in the community, people with different backgrounds
- Stereotypes
- Community cohesion, roles in the community, local and wider environment
- Basic animal welfare, pet care
- Role of the media

Healthy and Safer Lifestyles

- Difference between males and females
- Valuing the body's uniqueness and capabilities
- Responsibilities for hygiene

How can I be responsible for my own personal safety?

- Personal safety, responsibility for safety
- Secrets, promises and tricks, assertiveness, telling
- E-safety
- Networks of support

Personal, Social, Health and Economic Education in Form 4

Myself and My Relationships

What is special about me and other people?

- Understanding feelings, coping with feelings
- Communicating emotions, impact of emotions, sharing feelings with others
- Impulsive behaviour, stopping and thinking before acting
- Relaxation
- Assertiveness, help and support

What are the key characteristics and forms of bullying?

- Types of bullying including prejudice driven bullying, bullying related to race, religion or culture
- Physical, mental and emotional wellbeing
- Strategies for dealing with bullying including assertiveness
- Networks of support
- Bystanders

Citizenship

Why do we need rules at home and at school?

- Managing friendships, special people and networks
- Understanding and valuing difference, other points of view, compromise
- Emotions in relationships, conflict resolution
- Family patterns
- Networks of support

What am I good at and what are others good at?

- Recognising and valuing strengths, developing skills, steps towards goals
- Effective communication, questioning skills, problem solving and perseverance, decision making
- Communication and group work skills, evaluating, giving and receiving feedback

Healthy and Safer Lifestyles

What does it mean to be 'grown up'?

- Stages of human life
- Being grown up
- My responsibilities, parents' responsibilities

Drugs Education

- Medicines and legal drugs, people who use medicines and legal drugs
- Rules for safe storage, finding risky items
- Influence of friends and media

What risks are there to my safety, my friendships and my feelings?

- Identifying types of risk, dealing with pressure in risky situations, reactions to risk
- Taking action in an emergency
- Road safety, fire safety, beach safety, safety near inland waterways, safety during activities and visits
- Preventing accidents in familiar settings

How can I have a healthy lifestyle?

- Effects of healthy eating and physical activity
- Influences on food choices, balanced diet, 'Eatwell' plate, basic food hygiene
- Dental care
- Leisure activities

Economic Wellbeing

What different ways are there to earn and spend money?

- Understanding large amounts of money, sources of money
- Saving and spending, keeping track of money
- Value for money, impact of choices
- Charities
- Emotions

Personal, Social, Health and Economic Education in Year 5

Myself and My Relationships

How do we build good relationships?

- Ground Rules / class charters, responsibilities, belonging, new experiences
- Managing emotions, calming down, problem solving
- Networks of support

Who is in my network of relationships and how has it changed?

- Changing networks, respecting difference, sustaining friendships
- Anger management, influences and pressures, different perspectives, cooperation
- Family patterns

Can I define bullying?

- Types of bullying including bullying related to race, religion or culture, homophobic bullying, cyberbullying
- Physical, mental and emotional wellbeing, peer pressure
- Roles in bullying, strategies for dealing with bullying including assertiveness
- Community cohesion, sources of support

What different changes do we or might we experience?

- Range of changes, coping with loss, emotions involved, sources of support
- Bereavement and family change, friendship change, transition between schools
- Outcomes of change, coping with challenges, managing risk, supporting others

Citizenship

How can I show respect for different views, lifestyles and beliefs?

- Diversity in communities, community cohesion, voluntary, community, charitable and pressure groups
- Challenging stereotypes
- The media
- Environmental issues, sustainability

Healthy and Safer Lifestyles

What happens to the bodies of boys and girls when they reach puberty?

- Names of sexual parts, puberty, physical change
- Menstruation
- Developing body image
- Changing hygiene routines
- Viruses and bacteria

What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others?

- Legal and illegal drugs, effects of drug use, misuse of substances, staying safe around risky substances
- Essential use of medicines
- Influence of friends and media, reliable information
- First aid

What can I do to help keep myself safer?

- Personal safety, acceptable and unacceptable physical contact, secrets and promises
- Networks of support, trusted adults, organisations that help
- Assertiveness, managing pressure
- Domestic violence, E-Safety

Personal, Social, Health and Economic Education in Form 6

Myself and My Relationships

What am I good at?

- Self-awareness, feelings, thoughts, behaviour
- Mental health and what affects it, mood changes, worry and anxiety, managing strong feelings
- Empathy, calming down, assertiveness, making informed choices, assessing risk
- Networks of support

Can I define bullying?

- Types of bullying including bullying related to race, religion or culture, homophobic bullying, cyberbullying
- Physical, mental and emotional wellbeing, peer pressure
- Roles in bullying, strategies for dealing with bullying including assertiveness
- Community cohesion, sources of support

Citizenship

Why do we have laws in our country?

- Ground rules / class charters, children's rights
- Conflicting rights and responsibilities
- Rules and laws in society, role of the police, local and national democracy
- Participation in class and school, school and class councils
- Social and moral issues

How could my skills and strengths be used in future employment?

- Self-perception and self-evaluation, developing skills, steps towards goals
- The world of work
- Effective communication, chairing group discussions, negotiation and debate, evaluation
- Problem solving and perseverance
- Influence of the media

Healthy and Safer Lifestyles

Sex and relationship education

- Human lifecycle, sexual reproduction
- Changing emotions
- Responsibility for others, love and marriage, families

What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others?

- Legal and illegal drugs, effects of drug use, misuse of substances, staying safe around risky substances

- Essential use of medicines
- Influence of friends and media, reliable information
- First aid

When might it be good to take risk?

- Positive and negative aspects of risk taking, consequences and degrees of risk
- Personal responsibility for safety, risk reduction strategies
- Getting help, sources of support, basic first aid

How can I stay safe?

- Road safety, cycle safety, railway safety, electrical safety, sun safety
- Health and safety rules in school, preventing a wider range of accidents

What does being healthy mean and what are the benefits?

- Effects and benefits of healthy eating and physical activity
- Eatwell plate, basic food hygiene
- Lifestyle and leisure choices, physical and mental health

Economic Wellbeing

What sort of things do adults need to pay for?

- Earnings and deductions, wants and needs, making choices, budgeting, debt and credit
- Range of jobs
- Financial planning (including insurance and pensions)
- Managing feelings about money
- Poverty, role of charities

Widford Lodge
PREPARATORY SCHOOL



Sex and Relationship Education Policy

This policy applies to all pupils in the school including those in the EYFS

September 2017

Next Review September 2018

This policy has been written taking into account the Sex and Relationship Education Guidance (DfEE 0116/2000)

“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.”

Introduction

Our work in SRE is set in the wider context of Widford Lodge’s values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils.
- We promote pupil’s self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

Aims for Sex and Relationship Education

All adults will work towards achieving these aims for SRE at Widford Lodge. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- understand the process of human reproduction
- be prepared for puberty and the emotional and physical effects of body changes
- recognise and avoid exploitative relationships
- have opportunities throughout their schooling to address SRE in an age-appropriate way
- value, care for and respect their bodies
- *access additional advice and support*

Delivering our SRE curriculum

Our Curriculum for SRE (see Appendix A) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our SRE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty and reproduction) and some parts are based on non-statutory guidance from the PSHE Association.

We consider SRE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of SRE.

The objectives of the SRE Curriculum will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks.
- Other Curriculum areas, especially Science, English, RE, Computing and PE
- Enrichment activities, especially our assembly programme, involvement in school trips and adventurous activities, activities carried out as part of being a health promoting school.

Specific Units of Work on SRE are planned into our teaching programme every year across all year groups. Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working at Widford Lodge to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by Form/PSHEE teachers and the science teachers.
- Those delivering SRE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.
- The PSHE Co-ordinator is responsible for reviewing the policy and evaluating SRE at Widford Lodge. The PSHE Co-ordinator will report to the Head Teacher in this task.

Teaching Methodologies

Ground Rules: SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Answering Questions:

We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Resources

We will primarily use the [Cambridgeshire Primary Personal Development Programme](#) and the resources recommended within it when planning and delivering the SRE Curriculum. We will avoid a 'resource-led' approach to delivering SRE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for SRE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for SRE.

Working with Parents/Carers and our School Community

Parents/carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about SRE from their parents. Therefore we seek to work in partnership with parents when planning and delivering SRE. We will encourage this partnership by:

- ***Informing parents by email in the Spring Term of the forthcoming SRE topics***
- ***Gathering parents' views on the teaching of SRE (parent questionnaire Feb '17) and taking these into account when it is being reviewed***
- ***Informing parents about the SRE programme as their child joins the school through the curriculum booklets for each year group that are published on Widford Lodge's website***
- ***Inviting parents to discuss their views and concerns about SRE on an informal basis.***

Parents have the right to withdraw their children from those aspects of SRE not included in the Science National Curriculum (National Curriculum in England DfE 2013). If a parent wishes their child to be withdrawn from the lessons, they should discuss this with the Head of Pastoral Care, making it clear which aspects of the programme they do not wish their child to participate in. However, parents should be aware that children will talk to one another outside the classroom and may be misinformed by their peers if they are withdrawn from the SRE programme. Alternative work will always be set should a child be withdrawn.

Confidentiality

Teachers are aware that effective Sex and Relationship Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. If a teacher becomes concerned that a pupil is at risk, they should follow the school's safeguarding/child protection procedures.

Appendix A The Curriculum for Sex and Relationships Education

Foundation Stage (Age 4 - 5)

Early Learning Goals (2012)	<p>Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
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The following section gives the questions our children will engage with as part of our planned SRE provision. These areas will be covered using the Cambridgeshire Primary Personal Development Programme (CPPDP) Unit My Body and Growing Up BG F.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • Who are the members of my family and trusted people who look after me? 	<ul style="list-style-type: none"> • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? 	<ul style="list-style-type: none"> • What can my body do? • How am I learning to take care of myself and what do I still need help with? • How do I feel about growing up?

The following section gives the Learning Objectives included in the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.

<ul style="list-style-type: none"> • To describe their own appearance and name external body parts including using agreed names for the sexual parts. • To understand ways in which their body has changed since they were a baby. • To understand how members of their family and other trusted people care for and look after them. 	<ul style="list-style-type: none"> • To recognise similarities and differences between the bodies of girls and boys. • To understand ways of looking after their body and keeping it clean. 	<ul style="list-style-type: none"> • To understand and value what their bodies can do. • To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. • To recognise how growing up makes them feel.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • Who is my family and how do we care for each other? • Who are the different people who make up a family? • How do I know if something is safe or unsafe? 	<ul style="list-style-type: none"> • How can I be a good friend? • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Can I say 'No' if I feel unsure about something and it does not feel safe or good? 	<ul style="list-style-type: none"> • What things are especially important to my family and me? • What do I think I have to keep safe from?

Key Stage 2 (Year 3/4)

<p>Statutory Science Curriculum</p>	<p>dy and say which part of the body is associated with each sense.</p> <ul style="list-style-type: none"> • Y2 notice that animals, including humans, have offspring which grow into adults • Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
<p>Non-statutory PSHE Curriculum most relevant to SRE (PSHE Assoc 2013)</p>	<ul style="list-style-type: none"> • about the process of growing from young to old and how people's needs change • about growing and changing and new opportunities and responsibilities that increasing independence may bring • the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls 	<ul style="list-style-type: none"> • about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings • the importance of and how to maintain personal hygiene • how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 1/2. These areas will be covered using the CPPDP Units Sex and Relationships SR1 and SR2. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are the names of the main parts of the body? • How can I keep my body clean? • How can I stop common illnesses and diseases spreading? • How do babies change and grow? • What do babies and children need? 	<ul style="list-style-type: none"> • What can my body do? • How have I changed since I was a baby? • What are my responsibilities now I'm older? 	<ul style="list-style-type: none"> • Do I understand how amazing my body is? • When am I in charge of my actions and my body?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR1 and SR2

<ul style="list-style-type: none"> • To recognise the main external parts of the bodies of humans, including agreed names for sexual parts. • To know how to keep themselves clean. • To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. • To know that humans produce babies that grow into children and then into adults. • To understand the needs of babies and young children. 	<ul style="list-style-type: none"> • To describe what their bodies can do. • To consider the ways they have changed physically since they were born. • To consider their responsibilities now and compare these with when they were younger. 	<ul style="list-style-type: none"> • To understand that they have responsibility for their body's actions and that their body belongs to them. • To appreciate how amazing their body is.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are risky situations and how can I keep myself safer? • What healthy choices can I make? • What are some of the similarities and differences between me and others? • Who looks after me and what are their responsibilities? • Do I understand what good and bad secrets might be? 	<ul style="list-style-type: none"> • Can I name some different feelings? • How can I stand up for myself? • How can I negotiate to sort out disagreements? • Can I describe what a friend is and does? • How do I cope when friendships change? 	<ul style="list-style-type: none"> • How do my feelings and my actions affect others? • Who is in my family and how do we care for each other? • Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?

Key Stage 2 (Year 5/6)

Statutory Science Curriculum	<ul style="list-style-type: none"> • Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Y2 notice that animals, including humans, have offspring which grow into adults • Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
Non-statutory PSHE Curriculum most relevant to SRE (PSHE Assoc 2013)	<ul style="list-style-type: none"> • to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<ul style="list-style-type: none"> • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • how their body will change as they approach and move through puberty • to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • about human reproduction

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 3/4. These areas will be covered using the CPPDP Units Sex and Relationships SR3 and SR4. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • How are males and females different and what are the different parts called? • What are the main stages of the human life cycle? • How do different illnesses and diseases spread and what can I do to prevent this? 	<ul style="list-style-type: none"> • Why is it important to keep clean? • What am I responsible for now and how will this change? • What can I do for myself to stay clean and how will this change in the future? 	<ul style="list-style-type: none"> • What can my body do and how is it special? • How do parents and carers care for babies? • What does it mean to be 'grown up'?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR3 and SR4

<ul style="list-style-type: none"> • To understand the physical differences between males and females. • To recognise the main external parts of the bodies of humans, including scientific names for sexual parts. • To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. • To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. 	<ul style="list-style-type: none"> • To understand the benefits of carrying regular personal hygiene routines. • To consider their responsibilities and how these have changed and how they will change in the future. • To consider who is responsible for their personal hygiene now, and how this will change the future. 	<ul style="list-style-type: none"> • To value their own body and recognise its uniqueness. • To consider the responsibilities that parents and carers have for babies and children. • To investigate perceptions of being 'grown up'.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What risks are there to my safety, my friendships and my feelings? • What are some of the different lifestyles and beliefs people have? • When might I need to break a promise or tell a secret? • What changes have I already experienced and might I experience in the future? 	<ul style="list-style-type: none"> • How can I communicate my emotions? • How can I cope with difficult emotions? • How do I cope when relationships change? 	<ul style="list-style-type: none"> • How can I have a healthy lifestyle? • How am I changing as I grow up?

Statutory Science Curriculum	<ul style="list-style-type: none"> • Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Y2 notice that animals, including humans, have offspring which grow into adults • Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	<ul style="list-style-type: none"> • Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Y5 describe the life process of reproduction in some plants and animals. • Y5 describe the changes as humans develop to old age.
Non-statutory PSHE Curriculum most relevant to SRE (PSHE Assoc 2013)	<ul style="list-style-type: none"> • to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<ul style="list-style-type: none"> • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • how their body will change as they approach and move through puberty • to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • about human reproduction

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 5/6. These areas will be covered using the CPPDP Units Sex and Relationships SR5 and SR6. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are male and female sexual parts called and what do they do? • What happens to the bodies of boys and girls when they reach puberty? • How can the spread of viruses and bacteria be stopped? • How are babies made? 	<ul style="list-style-type: none"> • How can I keep my growing and changing body clean? • How can I express my feeling positively as I grow up? • What should adults think about before they have a baby? 	<ul style="list-style-type: none"> • What influences my view of my body? • What are families like? • When am I responsible for how others feel?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR5 and SR6

<ul style="list-style-type: none"> • To identify male and female sexual parts and describe their functions. • To know appropriate terminology for use in different situations. • To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. • To understand that physical change happens at different rates for different people. • To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria. • To know about the facts of the human lifecycle, including sexual intercourse. 	<ul style="list-style-type: none"> • To know about new aspects of personal hygiene relevant to puberty. • To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. • To have a basic awareness of responsible parenting choices. 	<ul style="list-style-type: none"> • To understand how the media, families and friends can influence attitudes to their bodies. • To consider how they have some responsibility for the feelings and well-being of others. • To consider the need for trust and love in marriage and established relationships. • To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners, extended families.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are the different consequences for taking physical, social and emotional risks? • What does being healthy mean and what are the benefits? • What different kinds of families are there? • How are my friendships and relationships changing? 	<ul style="list-style-type: none"> • How do I manage strong emotions? • How do I recognise how other people feel and respond to them? • How can I share my views effectively and negotiate with other's to reach agreement? 	<ul style="list-style-type: none"> • How can I show respect for different views, lifestyles and beliefs? • What can I do when I realise I'm in a bad mood? • When am I responsible for my personal safety?

