



PSHE Policy - Including Sex and Relationships Education (SRE)

The development of the whole child is a priority set within our school “Vision and Values” document which states:

“At Malvern Way all staff work together to ensure our children develop academically and emotionally, growing into well rounded individuals.”

We recognise that the personal and social development of our children is of equal importance as academic achievement. In order to ensure our children develop into good citizens we ensure our PSHE provision is of the highest standard.

Aims

- To prepare children for the choices, responsibilities and experiences of later life
- To ensure children know how to keep themselves and others safe
- To promote a “Can do” attitude to learning and trying new experiences
- To promote British Values
- To develop effective relationships which value everyone as an individual and respects and celebrates our differences and similarities
- To promote positive values and attitudes in line with our Golden Rule and Vision and Values
- To ensure a consistent approach to PSHE & SRE which includes partnership with parents and carers
- To ensure staff are confident to teach PSHE & SRE including talking about sensitive topics

The Curriculum

Early Years Foundation Stage (EYFS)

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

SRE is not taught as a standalone topic but is explored as situations arise within the classroom e.g. supporting toileting – respecting our bodies, discussing new babies or changes to family relationships.

Key Stage 1

The PSHE association recommends a programme of study based on three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider worlds

In order to meet the need of our children, teachers select areas which support the specific needs of each cohort and develop their skills accordingly. Our curriculum is based on the Ealing curriculum but also incorporates the SEAL programme (see appendix A)

Sex and Relationships Education

At Malvern Way School we define 'sex and relationships education as;

"Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health." *Sex and Relationships Education Factsheet 2011.*

SRE helps to create safe school communities in which pupils can grow, learn and develop positive healthy behaviour for life.

We believe that it is important to address this area of the curriculum to enable children to live safe, fulfilled and healthy lives. It is our aim to protect children by addressing specific national and local health priorities. It is our duty to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

(Section 78 of the Education Act 2002 and the Academies Act 2010)

The teaching of SRE is compulsory from age 11 onwards (*Sex and Relationships in Schools, May 2015*). In EYFS and Key Stage One we consider that it includes laying foundations of understanding about growth, change, differences and respect for one another. It is fundamental that our SRE teaching is tailored to suit the particular needs of the children in our school.

SRE is not taught in isolation but through the science curriculum and PSHE. It may also occur as the result of a life experience of child or staff member e.g. new baby, observing school animals etc... Other adults, such as the school nurse or other health professionals, may be involved. All of the materials and resources used will be appropriate to the age group.

The approach to teaching and learning at Malvern Way

PSHE and SRE is taught through a combination of:-

- Discreet curriculum time (planned lessons)
- Through and in other subjects/curriculum areas (see table below)
- In response to situations e.g. new baby, behaviour concern
- Through focussed weeks/activities and events; e.g. assemblies, bullying week, safety week

In line with our teaching and learning policy, staff at Malvern Way utilise a range of strategies to enhance the PSHE curriculum. Approaches may be class and group discussions, drama/role play, using puppets and dolls or stories and video clips.

Links with other curriculum areas (examples)

| | |
|-------------------|--|
| Literacy | Debate, stories |
| Maths | Money matters |
| Science/DT | Healthy Lifestyles, Drugs/medicines, SRE, our environment, working safely |
| ICT | E-Safety |
| Humanities | Environmental issues, current affairs, reason for historical events, understanding of different cultures |
| The Arts | Learning about and responding to the arts from around the world |
| PE | Team building, healthy lifestyle |
| RE | Learning about and respecting religious beliefs, festivals and practices |
| LOTG | Caring for our environment, healthy lifestyles, people in our community |

Parent Partnerships

At Malvern Way school we actively encourage close collaboration between school and home. Parents/Carers have the right to withdraw their child from SRE outside that which is contained within the Science curriculum. We are committed to working with parents and carers and are able to support parents/carers in their discussions with their children about SRE through the provision of information and support materials available upon request. This may include inviting parents to meet with the school nurse where it is felt appropriate.

Assessment, recording and reporting

Assessments of PSHE are formally conducted once a term in line with all other subjects, however, staff at Malvern Way are constantly assessing children's wellbeing throughout the school day and these are discussed with the head teacher. A variety of methods are used to record children's learning of PSHE/PSE although the majority of learning is through discussions.

Reception

In the EYFS all children are assessed upon entry to the year group which creates a baseline and good understanding of children's Physical, Social and Emotional wellbeing. Children are then assessed termly against the EYFS development matters. At the end of Reception the children are assessed against the Early Learning Goal which is reported to parents and the results of the cohort are included in National data.

Key Stage 1

Key Stage 1 follows the Ealing Scheme of work which provides objectives that the children's learning and wellbeing are assessed against. All assessments are shared within the school to ensure all staff are aware of children's wellbeing and learning and the best methods to support their development can be created. At the end of each year this is conveyed to parents through a school report.

Signed Headteacher

Date

Signed Chairman of Governors

Date

Appendix 1

Overview of the Key Stage 1 Curriculum – **EALING LA** scheme of work (Staff may alter the sequence in which these are delivered)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|--|---|--|---|---|
| Year 1 | WE'RE ALL STARS! 1. Devising a class charter 2. Getting to know each other 3. Problem-solving 4. Looking after each other 5. Happy playtimes 6. Making choices | BE FRIENDLY, BE WISE 1. Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety | LIVING LONG, LIVING STRONG 1. SRE: keeping clean 2. SRE: growing and changing 3. SRE: families and care 4. Looking after our teeth 5. Staying healthy 6. Setting a simple personal goal | DARING TO BE DIFFERENT 1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6. Standing up for myself | DEAR DIARY 1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and jealous 4. Thoughts, feelings and behaviour 5. Dealing with worries 6. Supporting each other | JOINING IN AND JOINING UP 1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things 5. Developing responsibility - looking after animals 6. Who else looks after animals? |
| Year 2 | IT'S OUR WORLD 1. Devising a class charter 2. Getting to know each other 3. Communities we belong to 4. Saving energy around the school 5. Recycling 6. Pollution | SAY NO! (Drugs Ed) 1. Medicines 2. Household substances 3. The dangers of smoking 4. The dangers of alcohol 5. Feeling safe: real and imaginary hazards 6. Anti-bullying | MONEY MATTERS 1. Why do we have money? 2. Keeping money safe 3. Can I afford it? 4. Wants and needs 5. What does it mean to be rich? 6. Setting a simple goal | WHO LIKES CHOCOLATE? 1. Foods from around the world 2. Customs and rituals 3. Special day foods and celebrations 4. How much chocolate do we eat? 5. Where does chocolate come from? 6. Fair trade principles | PEOPLE AROUND US 1. Special people 2. People who help us 3. Feeling lonely 4. Different kinds of families 5. Difficult choices - leaving home 6. People and places around the world | GROWING UP 1. SRE: differences: boys and girls 2. SRE: differences: male and female 3. SRE: naming the body parts 4. Being unique 5. Making change happen 6. Changing our behaviour |

Appendix 2

**Key Principles for PSHE and SRE education – a staff perspective
(Developed Autumn term 2015)**

The staff at Malvern Way School collaborated to decide on a set of key principles for the delivery of PSHE & SRE



