

Eyam CE Primary School

Personal, Social and Health Education and Citizenship Policy

including

Sex and Relationships Policy

British Values statement

Values & Vision Statement



'Let your light shine'

Agreed: June 2018

Review Date: January 2020

Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.

We learn as a TEAM because Together Everyone Achieves More.

Signed by _____ on behalf of the Governing Body Date _____

Personal, Social and Health Education and Citizenship Policy (including Sex and Relationships Policy)

(see also Promoting Positive behaviour, Anti Bullying, Online Safety, SMSC and School Vision and Values)

2018

The objectives of PSHE and citizenship are to enable the children to:

- know and understand a healthy lifestyle;
- be aware of safety issues and know how to keep safe online;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of a community, such as school;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the community;
- understand our common humanity, diversity and differences;
- know how to manage change, including puberty, transition and loss.

Teaching and learning styles

We use a range of teaching and learning styles, including the children in activities such as discussions, role play, games, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open day, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes and playtimes in such a way that pupils are able to resolve conflicts or behaviour. Children have opportunities to meet and work with members of the community, such as health workers, fire fighters, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. All children participate in local events, community carol singing, distribution of Harvest gifts, working with village clubs eg Gardening Clubs and The Village Carnival, fundraising activities for charity. Children take different roles of responsibility during their school life such as House Captain, pencil monitor, Guinea Pig monitor.

We also develop PSHE and citizenship through activities and whole-school events e.g. the school council representatives from each class meet regularly to discuss school matters.

There are specific PSHE sessions each week in order to develop themes and share ideas e.g. circle time, drama, teaching related to topical issues, listening games. PSHE and Citizenship opportunities will be found within other curriculum areas e.g. links with debates/discussion in English, working with others and improving health in PE, environmental health and drug issues, beliefs, values and practices in RE, What if? style questioning, worship, online safety discussion, school/class council, fairtrade, class visits, links with church, residential trips and within Science.

Equal Opportunities

We teach PHSE and Citizenship to all children regardless of their ability or background. Learning opportunities will be matched to individual needs, and where appropriate linked in to individual targets. It is intended that the PSHE curriculum supports personal and social development at home.

Resources

We use a wide variety of resources including 'SEAL' (Social and Emotional Aspects of Learning) materials, Christian Aid Citizenship packs. Many other sources of material for PHSE and Citizenship are incorporated, including SMSC evidence games, books, story materials and on-line information. In addition to this we talk to Y5/6 pupils to discuss changes to their bodies during puberty and sex education (see SRE Policy below).

There are 5 aspects to SEAL; **self awareness, managing feelings, motivation, empathy and social skills**

Assessment and Recording

Assessment needs to value and recognise effort, progress and attainment, thereby raising self-esteem. A variety of approaches to the assessment of individual achievement will therefore need to be practiced by teachers. Teachers need to exercise caution in judging the individual performance of pupils, in terms of attitudes, values and behaviours apparent, as their own will undoubtedly have an influence on this process.

Achievements of pupils in PSHE and Citizenship are reported to parents at the end of each year.

Support for Young Carers at Eyam School

Young carers are children and young people under 18 years old who provide regular and ongoing care to a family member who is physically or mentally ill, disabled or misuses substances (ADASS, ADCS and The Children's Society, 2012). At Eyam School we recognise the needs of young carers and aim to provide support through a whole-school and holistic approach. Please refer to the Young Carers Policy for further information.

School Rules

1. I listen and take turns.
2. I show respect for people, property and the environment.
3. I walk around school sensibly.
4. I use kind hands and feet.
5. I take responsibility for my own actions.

Sex and Relationship Education (SRE)

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of loving and caring relationships, as well as the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships.

In addition SRE will promote self esteem and emotional health and well being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives 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.

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

Key Stage 1

1. Animals including humans, move, feed, grow, and use their senses and reproduce.
2. Recognise and compare the main external parts of the bodies of humans and reproduce.
3. Humans and animals can reproduce offspring and these grow into adults.
4. Recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. Life processes common to humans and other animals include nutrition, growth and reproduction.
2. The main stages of the human life cycle

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantage or being a looked after child. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6.

The school uses the All About DVD (Living and Growing for Primary children) which incorporates short videos of children talking informally to each other, some diagrams and puppets at the pool. We combine this with worksheets and discussion activities.

Y2 unit 1 programme 1 Which highlights the difference between males and females

Y3 unit 1 programme 2 How did I get here - seeing a pregnant mother at hospital

Y4 unit 1 programme 3 Growing up, self-esteem and becoming more independent

Y5 unit 2 programme 4 Changes during puberty - usually watched with Y6 as a refresher

Y6 unit 2 programme 5 and 6 boy talk and girl talk which looks at whole body development as we start puberty including drawings and an explanation of menstruation

programme 7 in order to lead into a discussion about safe and appropriate conception within a happy relationship - this is in the form of setting rules for keeping safe as children grow up.

Parents will be invited to watch this video first. The lessons are accompanied by a sequencing activity.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Parental Consultation

This content has been agreed in consultation with governors and teaching staff and parents. Full details are available on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

British Values Statement

Our practice has clear links to our promotion of British values as well as being closely related to our school values and vision, 'Let your Light Shine'.

British values are promoted in so much of what we do, not least during Collective Worship, Religious Education, PSE and Social and Emotional Aspects of Learning (SEAL) sessions. The values are integral to our School Values of Respect, Resilience and Responsibility.



As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views. This is in line with our Equality Policy.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world - they differ in no way from the values of most western European countries, for example.

Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Eyam. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Harvest festival during the Autumn term, and what could be more British than a trip to a pantomime just after Christmas! We also value and celebrate national events, such as Red Nose Day or Children in Need for example.

Furthermore, children learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically: Our topics ensure that children have a better understanding of what Britain is, learning more about:

- its capital cities and counties, its rivers and mountains

- how 'Great Britain' differs from 'England' and 'the United Kingdom' (be warned: it's complicated!)
- where Britain is in relation to the rest of Europe and other countries in the world

Historically: During topics, children learn about an aspect of British life and how this has developed and changed over time. The actual topic depends on the interests of the children (and teacher!), but might include inventions and discoveries, Victorian Britain, houses or medicine.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Eyam Primary. Democracy is central to how we operate.

An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of two representatives from each year group, the School Council meets regularly to discuss issues raised by the different classes. The council is able genuinely to effect change within the school; in the past, the School Council has planned the front playground area and chosen playtime equipment. The Council are actively involved in recruitment and in providing teachers with feedback, such as providing a review of the topic.

Other examples of 'pupil voice' are:

- children agree their Class Rules and the rights associated with these; all children contribute to the drawing up of these
- using Pupil Questionnaires, children are asked to respond and reflect on their safety, learning, lunch times, menus and behaviour.
- children plan fund raising activities and help the PTA to raise money for example, through Talent Shows, second hand Book Sales or cake sales
- children are responsible for running the Fairtrade Stall
- children are also responsible for running extra-curricular clubs of their choice such as Book Club, chess club and mini-leaders.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership not only of their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

Rules and laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own Class Rules, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules - in a sports lesson, for example.

Individual liberty

Alongside rules and laws, we promote freedom of choice and the right respectfully to express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices about how they record their learning
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our online safety and SEAL lessons.

Mutual respect and tolerance of those with different faiths and beliefs

Eyam Primary is in a small rural village in which, although not greatly culturally diverse, we are still proud to promote and celebrate different backgrounds and beliefs. Mutual respect is at the heart of our aims and ethos - *To develop understanding of and respect for a wide range of religious values, languages and cultural traditions and different ways of life* - and it's one of our three school rules: *'We welcome everyone, equally,'* was the Head Girl's comment to the Ofsted inspector in 2018.

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or whatever. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Eyam Primary enhance pupils understanding and respect for different faiths and beliefs are:

- visits to the Open Centre in Derby, links with school in Gambia
- through Religious Education, PSE/SEAL and other lessons where we might develop awareness and appreciation of other cultures - in English through fiction and in Art by considering culture from other parts of the world, for example
- sometimes in Geography/History/Music/Spanish/French we will celebrate and enjoy learning about the differences in countries and cultures around the world (whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with mental health issues)

Sadly, no school can guarantee that there will never be instances which are contrary to this value. At Eyam Primary School, such instances are extremely rare. They are treated seriously in line with our Positive Behaviour Policy, Anti Bullying Policy and Safeguarding Policies.

Values and Vision of Eyam Primary School



'Let your light shine'

As you can see in school our strap line *'Let your light shine'*, from Matthew 5:16. At Eyam we strive to share good deeds in order to help others and reflect the nature of Christ. We study the Christian virtues of compassion, hope, trust, friendship, generosity, respect, courage, thankfulness, justice and truthfulness during Worship and reflect on how we can show them through our everyday lives at home and at school as well as in the community. At Eyam we show that Gods light shines through our attitudes, words and deeds.

Our Vision Statement

Eyam School will be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

This really is lived out in all we do at Eyam - the respect we show our work through our careful handwriting and the responses we make to marking, the behaviour we show towards each other and our resilient attitude to learning and the manner in which we welcome visitors to our school as well as the positive impact we have in the village community.

Our school motto is **TEAM ~ Together Everyone Achieves More**

Our core Eyam values are: **Respect, Resilience, Responsibility**

We have worked together as family groups to discuss and debate how these values may look



These values underpin our whole school reward system.



There are 4 stages to work through, achieving each shows a growing awareness of our responsibility, independent resilient learning and respectful behaviour towards ourselves, each other, the staff and wider community.

We elect our School Council (SC) with a democratic system of confidential voting after candidates have made proposal to their class. Each year the SC agrees how they will operate with the older children leading meetings. Our SC discuss their role to promote:

- Pupil voice - we need to be able to say what we think and adults need to listen
- Responsibilities and rights - everybody matters and everybody can help
- Learning to be a good citizen
- A happy school environment

They draw up a plan of action for the year including fundraising for charity, improving the grounds, sorting out emerging issues and improving the learning environment. They report to the parents forum in the Autumn and the Governors in the Spring term.

The SC is just one example of our work that promotes and reflects our values. Our children learn to respect rituals and beliefs of a range of faiths including Christianity.

There are in-class responsibilities in each class, we use first news as a spring board for discussing what is happening across the world. We all work to the same school rules and understand the consequences of not helping each other to follow them. All classes learn about and discuss and debate a range of ways that bullying can be tackled.



We work with the local beat officer to enable older children appreciate the wider implication of poor behaviour.

All visitors are made welcome in our school.



New children including a new family from Spain!

Children are encouraged to make choices in their learning as well as at playtime. They learn how to make safe choices and how to be resilient, well rounded and exciting individuals who are ready to face the challenges that life holds.



Eyam School aims:

1. create successful resilient learners who take responsibility for their own learning and are prepared to embark on future challenges with excitement and confidence
2. ensure we provide innovative learning opportunities that develop the whole child empowering pupils to explore and believe in themselves
3. establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.
4. help children understand Britain's cultural heritage;
5. prepare children for life, to be responsible citizens who are able to adapt and grow as technology and society changes
6. teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
7. value the importance of an effective partnership with parents and the community to encourage each child to reach their full potential.