



The Park Federation Academy Trust  
James Elliman Academy

Personal, Health and Social Education Policy  
(Including Sex and Relationship Education, and Drug Education)

## Approval

<b>Signed by CEO and Federation Principal on behalf of the Board of Directors</b>	<b>Ms Saira Rasheed</b>
<b>Date of approval</b>	<b>September 2018</b>
<b>Date of next review</b>	<b>September 2020</b>

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# **James Elliman Academy Personal, Social and Health Education Policy**

(Including Sex and Relationships Education Policy and Drugs Education Policy)

## **Rationale:**

At James Elliman Academy (JEA) we value Personal, Social and Health Education (PSHE). It makes increasingly important contributions to all aspects of life and is a cornerstone of our school ethos.

## **Main Aims**

- To promote a positive sense of self-worth, develop high self-esteem and develop the confidence to be self-critical.
- To promote and develop good, effective and constructive relationships with others.
- To promote and develop an understanding of differences and to celebrate those differences.
- To develop skills and sensitivity to resolve conflict and to see things from another's viewpoint.
- To provide opportunities to share and explore emotions, develop an understanding of those emotions and to develop effective strategies in order to deal with negative emotions and difficult life situations.
- To equip pupils with knowledge about the world we live in.
- To develop skills and positive attitudes towards learning and take responsibility for it. To encourage reflection about beliefs, choices and values.
- To promote a healthy, safe lifestyle.
- To offer the opportunity for all children to contribute to our learning community and to value every child's contribution.

## **Key Skills - PSHE helps pupils to**

- Acquire knowledge and understanding of themselves and others.
- Develop skills for living.
- Understand and manage their emotions.
- Become morally and socially responsible.
- Develop and maintain a range of roles and relationships.
- Value themselves and others.
- Contribute to their community.
- Appreciate and celebrate difference and diversity.
- Participate effectively in our democracy.
- Safeguard the environment.
- Make the most of their potential.

## **Teaching and Learning**

PSHE is taught by class teachers to groups of mixed ability and gender. There is an emphasis on creating a safe environment and developing the relationship between the children and the class teacher in order to facilitate constructive discussion and foster understanding and respect.

PSHE forms part of our assembly timetable where new topics are introduced to the children allowing related work to be undertaken within the classroom. We use BELAIR materials to support our teaching and learning at James Elliman Academy.

PHSE is taught as a discrete subject. It is also used in almost every other subject implicitly or explicitly and is threaded through our curriculum; for example, in the expression of emotion through dance or drama, or understanding the motivation behind works of art, or learning how to deal with conflict.

### **Assessment and Recording**

Formative assessment is used to guide the progress of individual pupils in PSHE. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what, therefore, should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. This information is used when reporting to parents at the end of each academic year.

### **Inclusion**

JEA is committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

At JEA, pupils with SEN are fully integrated into all the activities that are offered in PSHE through appropriate differentiated planning and lesson delivery. Additional teaching assistant support is allocated to children experiencing difficulties or who may need a little more time, according to their level of need. Staff should be familiar with aspects of the school's policy on pupils with SEN, which are of particular relevance to PSHE. For some pupils, individual teaching may be more appropriate.

### **Parent and Community Involvement**

We welcome support from the School Nurse at various points during the year, in addition to other professionals who may offer to teach the children alongside the class teacher. We aim to keep our parents fully informed of our policies and topic areas for teaching in PSHE and welcome parents to preview materials that we may be using, for example, DVD to support work in Sex and Relationships Education in Year 6.

### **Specific Issues within PHSE**

#### ***Confidentiality***

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, then the appropriate steps will be taken to ensure the child's safety. (See Child Protection Policy).

#### ***Controversial and Sensitive Issues***

Staff are aware that views around some PSHE related issues are varied. Whilst all personal views are respected, all PSHE topics will be taught without bias. Topics are presented using a variety of views and beliefs so pupils are encouraged to form their own ideas and opinions, but also respect that others may have different views from them.

## Appendix 1

### LCP PSHE & Citizenship Programme

#### Rationale

The **LCP PSHE & Citizenship Resource Files** offers a comprehensive programme for teaching PSHE and Citizenship at Key Stage 1 and Key Stage 2. The lessons provided are not only relevant, but carefully tailored to the needs of those who deliver it. Moreover, it is also in line with the requirements of the Department of Education and Ofsted inspectors.

The programme of study includes topics such as:

- bullying;
- cultural diversity;
- drug and alcohol education;
- healthy eating;
- identity;
- morality;
- physical health and emotional well-being;
- rights and responsibilities;

And in Key Stage 2:

- careers education;
- democracy;
- financial capability;
- global citizenship;
- life in modern Britain.

The scheme takes into account of the Every Child Matters (ECM) goals, which require that every child should:

- stay safe;
- be healthy;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

The strategy developed in the SEAL programme to encourage children to develop personal and social characteristics that improve learning and promote emotional health and well-being, especially is also included in the scheme.

## **Scheme of Work – Themes and Lessons.**

### **Early Years:**

- Fairness: Behaviour
- Fairness: Sharing
- Relationships at school
- Relationships: Relationships at home and in the community
- Choices: Keeping healthy
- Choices: Being independent

### **Key Stage 1:**

#### **Who am I?**

- Identity – What does that mean?
- Portraits
- What's in a name?
- My groups and hobbies
- Helping hands
- My dislikes
- How I feel
- Managing my feelings
- A jigsaw of me

#### **Communities**

- Family passport
- Cultural diversity
- Food from other cultures
- People who help in our community
- The local community
- Then and now
- Journeys around the world
- An ideal community
- Caring for the environment
- Community project

#### **Feelings and relationships**

- Feelings and relationships
- Anger
- Fear
- Frustration
- Managing change
- Happiness and sadness
- Developing self-confidence
- Happy endings
- A new baby
- Friendship web

## **Choices**

- Making choices
- Dilemmas
- Choosing a friend
- How to play
- Playing safe
- Managing money
- Money and talents
- Looking at job choices

## **Rights, respect and responsibilities**

- What are rights and responsibilities?
- The right to be safe
- The right to go to school
- The right to medical care
- Care of a baby
- Looking after a pet
- Respect
- The 'Golden rule'
- The tale of the talkative tortoise

## **Right and wrong**

- Judgement – Don't judge book by its cover
- Truthfulness
- Telling lies
- Bullying
- Teasing and bullying
- Selfishness
- Stealing
- Jealousy

## **Rules**

- The meaning of rules
- Appreciation of class rules
- Rules in the home
- Dangerous household goods
- Safety in the home
- Rules for our protection
- Useful rules
- Road safety
- Good roadcraft
- Internet safety

## **Health and hygiene**

- The human body
- Germs
- Cleanliness and personal hygiene
- When we are ill
- Healthy eating
- Looking after your teeth
- Fun in the sun
- How we change as we get older

## **Lower Key Stage 2**

### **Who am I?**

- Who am I? Who are you?
- Thinking about me
- Heroes
- I am a special person

### **Choices**

- Making choices
- Wheel of choice
- Dilemmas
- Influences

### **Communities**

- My communities
- Groups to which I belong
- Our neighbourhood – the local community
- What makes a good local community?
- Charities and their work
- Helping young and old people in our community
- Young people – runaway children
- Senior citizens
- The disabled – accessibility for everyone

### **Feelings & relationships**

- Fear
- Loneliness
- Teasing and bullying
- Trust
- Good and bad secrets
- Bereavement

### **Health & hygiene**

- A balanced diet
- Growing up: how we change
- Healthy bodies
- Healthy bones
- Organs of the human body
- Feel good, look good
- About drugs: where they come from – are they safe?

### **Mental health and emotional well-being**

- Talking about worries
- Easing stress
- The worry dolls of Guatemala
- A healthy mind
- Rap your way to happiness

### **Rules and laws**

- The need for rules – road safety
- The need for rules – inventing a game
- The need for school rules
- The need for school rules – Easy Street School
- The Golden Rule
- Using the Internet carefully
- Cyberbullying

### **Right & wrong**

- What is 'right' and what is 'wrong'?
- Fairness and unfairness
- Honesty – finding a purse
- Moral dilemmas
- What is the right thing to do?

### **Rights, respect and responsibilities**

- The rights of the child
- Bare necessities – basic rights for everyday life
- Responsibilities
- A child's point of view
- What is respect?

## **Upper Key Stage 2**

### **Who am I?**

- Growing and changing
- Motivating me
- Celebrate me
- Learning about each other
- Finding a future for me
- Who are my heroes?
- Hopes and dreams
- Becoming better at being ourselves

### **Choices**

- Choosing to behave responsibly
- Making informed choices
- Making choices about the school environment
- Making better choices

### **Communities**

- Men and women – changing roles
- Role models
- Religious worship
- Wedding ceremonies and customs
- What does it mean to be British?
- Environmental issues

### **Feelings & Relationships**

- Playground behaviour
- Responding to bullying
- Diversity
- Supporting diversity – the case of LGBT relationships

### **Love, sex and marriage**

- Sex, love and relationships
- Marriage
- Marriage break-ups and divorce

### **Health & hygiene**

- A healthy heart
- Obesity
- Growing up: adolescence
- Appropriate and inappropriate touching

### **Mental health and emotional well-being**

- Mental health and mental illness

### **Addiction**

- What is addiction?
- Eating disorders
- Alcohol and alcohol abuse
- Smoking – bad for our health?
- Drugs – their use and their effects
- Drug use and abuse
- Volatile substance abuse

### **Rules and laws**

- Rules for living – the Ten Commandments
- Rules across the main world religions
- Do as you would be done by
- Making the law – how bills become laws
- Making the law – ‘there ought to be a law about it’
- Breaking the law – crime
- Enforcing the law – the role of the police
- Disobeying the law – the case of the Suffragettes

### **Right & wrong**

- Forgiveness – the story of the Prodigal Son
- Fairness – sharing good fortune
- What do we mean by ‘right’ and ‘wrong’?
- Fairness – King Solomon and his judgement

### **Rights, respect and responsibilities**

- Respecting oneself
- Respecting others
- Rights, duties and responsibilities
- Children’s rights
- Knowing your rights
- Rights for all

### **Building a future: the world of work**

- Why work?
- Jobs in school
- Who can solve it?
- Jobs in the community
- My skills
- Criteria for choosing a job
- Stereotypes about work
- My aspirations
- Finding the right job

### **Building a future: money management**

- The pocket money game
- Banks and banking
- Budgeting
- Earnings – a fair day’s pay
- Interest rates and saving
- Spending
- Advertising
- Fundraising for charities
- Enterprise Day

## **Democracy**

- Democracy and dictatorship
- Elections and voting
- Political parties
- MPs, and what they do
- Government and Parliament
- Pressure groups
- Local government
- Government across the United Kingdom
- A disunited Kingdom?
- Participating in school – having a say
- Participating in the community – making a difference
- Researching a current political issue

## **Life in Britain**

- Great Britain and the United Kingdom
- National emblems
- The National Anthem
- Who is a British citizen?
- People in Britain today – where do they come from?
- Britishness – what does it mean to be British?
- We humans are all different
- Knowing about others
- Stereotypes, prejudice and discrimination
- Being old
- Being poor

## **The role of the media**

- Introducing the mass media
- Comparing newspapers
- Making a newspaper
- Television
- The importance and influence of the media

## **Living in a global community**

- What is global citizenship?
- Britain and the world community
- Britain and the European Union
- War and peace
- Keeping the peace – the role of the United Nations
- Wealth and poverty
- Overseas aid
- Human rights
- The environment
- Habitats in Britain
- A better world
- A balloon debate



