



PSHME AND CITIZENSHIP POLICY (Personal, Social, Health and Moral Education)

INTRODUCTION

This document is a statement of the aims and strategies for the teaching and learning of PSHME and Citizenship at St Mary Magdalene CE Primary School. It will be reviewed on an ongoing basis and formally every three years.

What is Personal, Social, Health and Moral Education?

As defined by the PSHE Association (2015):

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society

St Mary Magdalene CE Primary School has also adopted the term 'moral' to reflect its status as a Voluntary Controlled Church of England school.

Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

Aims

- ✓ Develop confidence and responsibility and to make the most of pupils' abilities
- ✓ Prepare pupils to play an active role as citizens
- ✓ Enable pupils to develop a healthy, safer lifestyle
- ✓ Encourage pupils to develop good relationships and to respect the differences between people
- ✓ To provide financial education and a grasp of the value of money
- ✓ To promote modern British values across school

PSHME is reflected through school policy and the following appendices demonstrate how we provide PSHME at our school.

Appendix 1	Healthy Eating
Appendix 2	Physical Activity
Appendix 3	Sun Safety
Appendix 4	Sex and Relationships Education (family life)

The following policies should also be referred to when considering PSHME provision at St Mary Magdalene CE Primary School;

Drugs and Substances Misuse Policy (including drug education), Anti-bullying Policy (including prevention), E-Safety Policy (including education), Single Equality Policy Statement, Curriculum and Irresistible Learning Policy, Teaching and Learning Policy.

These policies can be obtained through the school office on request. Safeguarding policies are available at all times in the purple folder in the staffroom.

Organisation

At St Mary Magdalene, PSHME is organised in the following ways:-

- On a cross-curricular basis, through other subjects, including Religious Education
- Through Circle Time and sharing of feelings
- Through assemblies (sometimes linking to the SEAL programme) e.g. child line and DECCA assemblies
- Through community links and celebrations e.g. St Barnabas whose my neighbour
- Through the embedding of our unique 'Learning 10' and 'Loving 4'
- Through our annual school-wide Health and Diversity Weeks – including sexual health/puberty talks for upper KS2.
- Through student roles and responsibilities e.g. managing finances in the tuck shop
- Through making contact with experts and established programmes such as My Shield, Art Therapists and the use of the PASS Survey.
- E-safety work, linked to the related policies on this in keeping children safe online.
- Anti-bullying assemblies and work with associated links eg mentoring, meditation – see anti-bullying policy – this includes references to homophobia
- Ensuring responsibility of staff to report any concerns related to safeguarding and work according to advice and training given eg in relation to CSE (Child at risk of Sexual Exploitation) and any form of abuse.

There is no specialist teaching in PSHME or regular allocated discrete lesson time – it is taught by class teachers and reflects our Teaching & Learning Policy in that we promote active learning methods. In PSHME lessons:-

- ❖ Aims and objectives of each lesson are made clear to pupils
- ❖ Pupils may work individually, in pairs, in mixed-ability groups or in ability groupings. Occasionally, children may be taught in single-sex groups where appropriate i.e. Sex and Relationships education
- ❖ Pupils with Special Educational Needs are supported where possible by Learning Support Practitioners and work is carefully differentiated
- ❖ Pupils may record their work in verbal and written reports, through drama, music, pictures or ICT
- ❖ Pupils will receive feedback about their own progress through the marking of work and discussion. As detailed in our Marking Policy, comments are always positive or constructive and will occur during the lesson or as close to that lesson as the timetable will allow
- ❖ Pupils may be set homework that incorporates PSHME in the form of research using books or ICT, interviews with friends and family, or they can bring in artefacts/resources from home into school for display and discussion
- ❖ We aim to offer a broad and balanced PSHME curriculum. There is an Annual Health Week where different focus areas are chosen as a result of pupils' needs. Issues that are considered more urgent are addressed during Circle Time.

For further details – please see our Teaching & Learning Policy.

School Council

We have a well established and dedicated school council. Council members are elected by their peers and meet at least once a month. The councillors take the concerns and issues of their peers to meetings and address them. The school council have addressed issues such as; behaviour, playtime resources, raising money for charity and discussing improvements in the school environment.

Financial Education

Children are given opportunities to manage money throughout the year. This can be in the form of; purchasing food from the school's healthy tuck shop, buying and raising money at cake sales, through their mathematics lessons, class involvement in running stalls at the summer fayre and regional opportunities such as participation in enterprise schemes. Year 6 children also operate the school tuck shop with the support of an adult and use the money raised to fund their end of year trip.

Resources

Resources in PSHME are stored in individual teachers' classrooms and some resources are stored in the central storage area in the back of the school hall. Resources include books, packs, videos, games and booklets. While it remains a priority for the Co-ordinator to secure more resources, it should be remembered that PSHME is a cross-curricular subject which can be taught using resources from other subjects, most notably Science, Physical Education and Religious Education.

Training

The PSHME Co-ordinator also has a responsibility to indicate the professional development they feel is appropriate. As a result of our Annual Health Week, staff involvement with visiting experts provides some of the necessary CPD. Staff opportunities for development in PSHME are often embodied in other CPD opportunities e.g. curriculum courses, safeguarding tutorials and, involvement in establishing school-wide codes for behaviour. As a faith school, training time is spent on building Christian distinctiveness and this links closely with PSHME.

Information sharing with parents

Parents are well-informed through the safe and sensitive use of social media. We utilise text messaging, a closed facebook group and a twitter account to keep parents informed and to respond to their questions, requests and feedback.

Progression, Continuity, Recording and Monitoring

Work is recorded, mainly in the children's IL books and use of photographs, displays, drama work and cross curricular links to topic work are also appropriate. PSHME is monitored by the Co-ordinator and the Senior Management Team (SMT) in the following ways:-

- Through a whole-school monitoring\observation programme
- Learning walks
- Pupil conferencing
- Informally via display, assemblies, timetable of annual events and community links

Assessment

Staff will need to assess pupils' knowledge and understanding of the focus areas and also awareness of differing views and ideas.

Evidence of learning can come from:-

- ✓ Self assessment (checklist, diary, display or questionnaire. Encouraging children to question and reflect upon judgements and decisions made)
- ✓ Peer assessment (observation of role play, interview situations, video and audio tapes)
- ✓ Whole-group assessment (brain storms, graffiti sheets, worksheets, role play and drama)
- ✓ Teacher assessment (checklist, written records)
- ✓ Joint pupil and teacher assessment (reflection on involvement in school or community activities and ability to work within the group)
- ✓ Other adult assessment (teaching assistants, outside visitors)

Safeguarding

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

Section 175 of the Education Act 2002 places a duty on local authorities and the governors of maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies) to have arrangements to safeguarding and promote the welfare of children who are pupils at the school. "Keeping Children Safe in Education" was issued to schools in 2014 detailing statutory guidance, placing a duty on schools to promote the welfare of children. In March 2013, the definition of safeguarding children was revised in the document "Working Together to Safeguard Children" to the following:

- Protecting children from maltreatment
- Preventing impairment of children's' health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, healthy, enjoy and achieve, contribute positively and achieve economic wellbeing

St Mary Magdalene School strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment.
2. Identifying child welfare concerns and taking appropriate action.
3. Using the curriculum to enable our children to develop keep safe strategies
4. Creating a listening culture to hear the child's voice
5. Operating safe recruitment and selection procedures to prevent unsuitable people working with our children.

The school has a suite of policies designed to meet these needs and are available on request or via the school website.

This policy applies mostly to points 1, 2, 3, 4 and 5 above and reflects current legislation, accepted best practice and complies with Government guidance: *Working together to Safeguard Children (2013)* and *Keeping Children Safe in Education 2014*

Refer also to the Safeguarding Audit Review.

The Role of the PSHME Co-Ordinator – Mrs R Gillett

The role of the PSHME Co-ordinator is as follows:-

- ✓ Take a lead in policy development and the production of Schemes of Work designed to ensure progression and continuity throughout the whole school
- ✓ Liaise with fellow Co-ordinators
- ✓ Support colleagues in their development of PSHME and its implementation across the curriculum.
- ✓ Monitor progress in PSHME and advise the Headteacher on any action required
- ✓ Keep up-to-date with developments in PSHME, attend relevant courses and disseminate information to colleagues as appropriate
- ✓ Organisation of whole school Health Week and Diversity Week

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APPENDIX 1

HEALTHY EATING

1.1 Responsibilities

At St Mary Magdalene we recognise the relationship between a healthy diet, a healthy lifestyle and a pupil's ability to learn effectively and achieve high standards in school. The school recognises the role it can play in promoting healthy living to families and the wider community. We also acknowledge that sharing food is a fundamental experience for all people, a primary way to nurture and celebrate our cultural diversity and a bridge for building friendships and inter-generational bonds. This policy was written after consultation with pupils and parents.

1.2 Mission

Our mission is to improve the health of the community by teaching children and their families ways to establish and maintain healthy eating habits. This will be achieved through the cooking and growing of food, food served in schools and through the curriculum.

1.3 Aims

- ✓ To improve the health of pupils, staff and their families by helping to influence their eating habits through increasing their knowledge and awareness of food issues, including what constitutes a healthy and environmentally sustainable diet and hygienic food preparation and storage methods.
- ✓ To increase pupils' knowledge of food production, manufacturing, distribution and marketing practices and their impact on both health and the environment.
- ✓ To ensure pupils are well-nourished at school and that every pupil has access to safe, tasty and nutritious food and a safe, easily available water supply during the school day.
- ✓ To ensure that food provision in school reflects the ethical and medical requirements of staff and pupils e.g. religious, ethnic, vegetarian, medical and allergenic needs.
- ✓ To make the provision and consumption of food an enjoyable and safe experience.
- ✓ To introduce and promote practices within the school to reinforce these aims and to remove or discourage practices that negate them.

1.4 Structure and Organisation

The lead responsibility for the Healthy Eating Policy is with the PSHME Co-ordinator Mrs R Gillett. The ethos of the school supports healthy eating.

1.5 The Curriculum

Food topics covered within curriculum areas are as follows:-

- ✓ **RE** e.g. cultural diversity
- ✓ **Art** e.g. observation drawings of food, healthy eating poster design etc

- ✓ **Design & Technology** e.g. cooking, designing tools
- ✓ **English** e.g. food diaries, writing and following recipes
- ✓ **Geography** e.g. what food grows where, food miles, transporting food, waste
- ✓ **History** e.g. past diets, discoveries
- ✓ **Information Technology** e.g. recording results of food surveys, website review, food production
- ✓ **Maths** e.g. weights and measures
- ✓ **Physical Education** e.g. links between healthy eating and exercise
- ✓ **Science** e.g. effects of heat on food, plant growth, nutrition, food hygiene, how plants grow, recycling, food production.

Annual Health Weeks often have “Healthy Eating” as a focus – past work has contained and future work may contain:-

- ❖ Relationships with local food businesses, e.g. farms, shops and restaurants (encourage food professionals such as chefs, to come into the classroom and arrange for pupils to visit their premises).
- ❖ Tasting sessions (integrate a range of eating experiences into classroom work e.g. tasting fresh, dried, juiced, frozen and canned fruits and vegetables).
- ❖ Cooking demonstrations.
- ❖ Healthy eating drama activities.
- ❖ Healthy eating projects.
- ❖ School website with pages on food issues and links to other related sites.
- ❖ Debates/guest speakers.
- ❖ Eating experiences integrated into the curriculum for all subjects.
- ❖ School gardens (give pupils the opportunity to plant, harvest, prepare, cook and eat the food they grow).

1.6 The School Government

Key Information:

School meals are provided by ‘*Moorlands Primary*’. The religious, ethnic, vegetarian, medical and allergenic needs of pupils are sought during admissions to the school. This information is passed on to teaching, support and kitchen staff and meals supervisors as appropriate. Medical conditions are logged on our Medical Register. Any life-threatening allergies are known to all staff and pupil’s photographs and specific allergies are displayed in the staff room. Epi-pen training has been given to staff.

Environment:

The school Hall is also our dining area. Children selecting a school dinner have a daily choice of different meals which are advertised.

Reception children are allowed first entry into the Hall followed by Years 1, 2 etc. This ensures that children have sufficient time to eat. During the Autumn Term, Reception children have a

Year 6 'buddy' to support them during lunchtime. All children are encouraged to wash their hands before they eat and to use good manners when eating. Children clean away their own rubbish/waste in clearly identified bins.

Food in School:

- ❖ Breakfast Club children receive toast with low-fat spread and orange juice
- ❖ During snack times, children have a choice between bringing a snack from home or eating a piece of fruit/vegetable from school. ALL pupils across school are provided with a free piece of fruit/vegetable daily.
- ❖ We actively promote the '5 pieces of fruit and vegetables a day' message.
- ❖ The Headteacher rigorously monitors the quality of school meals provided and will seek to re-negotiate the catering contract if high standards are not maintained.
- ❖ The school actively encourages all pupils to drink milk. This is currently a popular option in Key Stage 1.
- ❖ The school does not encourage the giving of sweets as a reward.
- ❖ Water is available to all pupils via the machines within the school. Children bring their own water bottles/flasks to school daily which they can fill as required. Children should take water bottles home from school every day so that they can be washed before the next school day. Parents are responsible for the cleaning of water bottles. Bottles are available to purchase from the school office.
- ❖ Toast is sold to pupils every morning.
- ❖ A Healthy Tuck Shop, requested by pupils, is run by Year 6.

1.7 Parental Involvement

We involve parents in decisions regarding food in school through questionnaires, meetings, articles in the school newsletters and hold workshops with registered nutritionists to encourage Healthy Lunchboxes and snacks from home. Healthy Eating remains an area which is constantly evolving in our school.

APPENDIX 2

PHYSICAL ACTIVITY POLICY

2.1 Objectives

To promote healthy lifestyles among children and their families that will continue into later life.

2.2 Aims

- To recognise the value of physical activity in maintaining a Healthy Lifestyle
- To foster an enjoyment of physical activity outside of compulsory curriculum PE lessons
- To teach children to recognise and describe how their bodies feel during exercise
- To provide opportunities for children to engage in competitive sports and to experience winning and losing
- To support families in maintaining healthy lifestyles

2.3 Clubs

A variety of clubs are offered each term and are open to children from Reception to Year 6. After school and lunchtime clubs offer a range of competitive experiences such as interschool netball, football and tag rugby tournaments. A range of other sports clubs also promote skill development and physical activity such as multisports, boxing, gymnastics and dance.

Qualified outside providers are employed by the school to deliver these clubs and children attend free of charge. Links are made to out of school clubs such as karate, swimming and dance. They are promoted to children and parents through a display in the hall.

2.4 Break Times

Physical activity is promoted during break times.

- Lunch time staff are given regular training on keeping children active and engaged during the dinner break.
- School support staff have been employed specifically to develop physical activities with groups and individuals at lunchtimes.
- There is a specific lunchtime budget to be used to purchase equipment to enhance physical activity.
- Some year 5 children are trained as Play Leaders and lead active games at break and lunch times.
- Equipment such as Scrap Pack is bought in to enhance opportunities for active play in break times.
- Playground markings and equipment such as basketball hoops encourage physical activity.

- A challenge board provides an opportunity for children to compete against others or themselves.
- Supermarket vouchers are saved and the school council decides what equipment should be purchased to improve break times.

2.5 Curriculum links to physical activity

Children are exposed to the importance of a healthy and active lifestyle through their science lessons. They learn about the human body and what it needs to remain healthy and well.

The Foundation Stage

We encourage the physical development of our children in the Foundation Stage as an integral part of their work. We relate the physical development of the children to the objectives set out in Development Matters and the Early Learning Goals. We encourage the children to develop confidence, control of the way they move and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge both indoors and outdoors using a wide range of resources to support specific skills. Whilst space is an issue, we provide as many opportunities as possible for children to access Physical Development activities, which are child initiated.

Please also refer to the school Physical Education Policy.

APPENDIX 3

SUN SAFETY

At St Mary Magdalene, we believe in promoting Sun Safety to ensure that children and staff are protected from skin damage caused by the harmful ultra-violet rays in sunlight.

As part of our Sun Safety Policy, our school will:-

3.1 Educate children about the causes of skin cancer and how to protect their skin

- ❖ In the curriculum
- ❖ During Health Weeks
- ❖ Through assemblies

3.2 Encourage children to protect themselves by encouraging them to:

- ❖ Wear caps and brimmed hats
- ❖ Wear longer sleeved t-shirts and longer shorts
- ❖ Use sunscreens where appropriate
- ❖ Drink more water during spells of hot weather

3.3 Try to schedule outdoor activities at times other than midday when the sun's rays are more harmful

- ❖ We will regularly monitor the suitability of play/lunchtimes, outdoor PE lessons, Sports Days and other school trips
- ❖ We actively discourage sun bathing

3.4 Work towards increasing the provision of adequate shade for everyone

- ❖ We will hold outdoor activities in the shade wherever possible
- ❖ We will encourage children to use shady areas during lunch/play times, Sports Days and school trips
- ❖ In extreme weather, we will provide a classroom for children to use
- ❖ We are continually seeking funding to develop a greater number of shady areas in the school

3.5 Ensure that Sun Safety remains a high priority in the school

- ❖ By regularly reminding staff, pupils and parents through newsletters, posters, parents meetings and activities for pupils

3.6 Actively include adults in the delivery of the Sun Safety Policy

- ❖ By encouraging staff and parents to act as good role models
- ❖ Invite relevant professionals (dermatologists, school nurses and health promotion officers) to advise on sun safety

3.7 Make sure the Sun Safety Policy is working

- ❖ By monitoring ***informally*** every year, curriculum, access to shade provision and the sun safety behaviour of students and staff
- ❖ By formally monitoring the policy every three years

APPENDIX 4

SEX & RELATIONSHIPS EDUCATION

(family life)

4.1 Policy development and consultation

This section of the policy was reviewed in January 2015. It was originally written by the PSHME Co-ordinator after consultation with staff, parents, the School Nurse Team and the Sex & Relationships Education Development Worker, and is still appropriate to the delivery of SRE in this school. It will be reviewed informally on an annual basis and formally every 3 years.

4.2 Aims and objectives

Sex & Relationships education should ensure that all children:-

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty

Good quality Sex & Relationships education should provide consistent messages in an ongoing and progressive framework which supports children's confidence and self-esteem as they move from childhood to adulthood.

4.3 Content

Sex & Relationships education will be delivered to each year group in the school in the following ways:-

EYFS

Safe places to play. Safe people to be with. Choices. What makes us happy? What makes us sad? Helping and sharing.

Year 1

My family and why a family is special. Different family units. Choices. Being sorry and forgiving others.

Year 2

Names of sexual parts of the body (link to other Science). Taking responsibility for actions. How am I the same as and different to others? How to be a good friend.

Year 3

Choices. Saying sorry and forgiving. How to be a good friend. The different forms of bullying. Feelings of bullies and victims. Why being different can provoke bullying.

Year 4

Respect for others. Taking responsibility. Various relationships children are involved in. Various family arrangements.

Year 5

School Nurse talks on puberty and changes. The difference between like and love. Personal hygiene. Parts of the body including sexual parts. How to be a good friend. Taking responsibility for actions.

Year 6

School Nurse talks on puberty and changes. Taking responsibility. Making choices. Life processes of humans and the main stages for the human life cycle.

4.4 Organisation

Opportunities for delivery of the above will arise throughout the year and may be addressed through other curriculum areas and assemblies. Discussion around the school's Loving 4 and Learning 10 will support learning about choices and taking responsibility for actions. Discrete opportunities will also be provided through Health and Diversity Week. Whilst delivery will be the responsibility of the class teacher, this will also be monitored by the Co-ordinator.

4.5 Moral and Values framework**Provision for pubertal pupils:**

Puberty is addressed in Years 5 and 6 with input from the School Nurse Team. Subject matter is dealt with using a graduated approach and mainly in single-sex groups.

Responding to pupil questions:

Any questions that children have and can not be answered in the school policy would need to be referred back to parents following a discrete answer.

Support for pupils:

Staff need to be aware that once an issue has been aired, questions may continue to occur days and weeks after the topic has been completed. They should be prepared to provide continued support for pupils in these situations. In Years 5 and 6, we welcome the input of the School Nurse Team who will be able to advise on community and pastoral services.

Confidentiality:

The establishment of ground rules between pupils in Sex & Relationships education is very important. Staff should always state that they will act in the best interests of the child. Encourage them to talk to their parents/carers, but be clear that unconditional confidentiality cannot be maintained in the event of a disclosure. In the event of a Child Protection issue, the Headteacher **MUST** be contacted immediately.

Parental withdrawal procedure:

All explicit Sex & Relationships teaching is linked to National Curriculum Science and therefore, parents are not able to withdraw their children from these lessons. The video contains references to homosexuality, contraception and masturbation (male). However, this is age-appropriate and sensitively handled but parents may wish to withdraw their child. Any concerns/withdrawals should be referred to the Headteacher or PSHME Coordinator.

4.5 Working with parents

St Mary Magdalene operates an “Open Door” policy regarding the involvement of parents. It is accepted that parents are the first teachers of their children and the school will at all times seek to support parents in this role. Parents will be kept informed when Sex & Relationships education is due to take place and the nature of its content. Children will be encouraged to discuss issues with their parents. Parents are welcome to discuss any concerns they may have with the Headteacher and they will be offered the opportunity to view teaching resources on an annual basis.