



Guidance for writing a PSHE policy (incorporating SRE)

Name of school:
Date of policy:
Persons responsible:
Review date:
Description of school:

Section One

Description of policy formation and consultation process.

The people involved: e.g. deputy head, governors, staff, parents, SRE Advisory teacher, other health education advisers, children and young people.

The stages/Processes undertaken (e.g.)

- (1) We set up a Healthy School Action Group
- (2) We invited input from SMT, staff, pupils, governors, parents/carers, and relevant agencies such as LA PSHE lead, Healthy Schools Co-ordinator,
- (3) The previous SRE policy, OFSTED report and equal opportunities policy were all reviewed.
- (4) An audit of PSHE was undertaken in each year group by teaching staff covering the following areas:
 - EHW (including bullying)
 - SRE
 - Safety
 - Physical Activity
 - Healthy Eating
 - Drugs, Alcohol and Tobacco education.

- (5) A training needs assessment was carried out for teachers and following this a sex education INSET day for teachers was run by the SRE Advisory Teacher.

Aims of the PSHE/Citizenship Programme

Identify the aims for PSHE and Citizenship and describe how these will contribute to the fulfilment of the school's aims/mission statement.

e.g. To raise children's self-esteem and confidence, especially in their relationships with others.

NB The statutory aims for Citizenship at KS3 & 4 should be included.

You may find it useful to make the links with the Statement of Values given in the National Curriculum Handbook and QCA Guidance for PSHE/Citizenship.

Equal opportunities statement

Commitment to ensure relevant PSHE and Citizenship provision to all children and young people, having regard to ability, social and cultural background, religion, sexual orientation, physical and emotional needs.

Organisation and delivery of PSHE/Citizenship

- How PSHE will appear in the curriculum? – discrete curriculum time; cross curricular; special activities/school events
- How will it be co-ordinated holistically across the school?
- Who will deliver PSHE/Citizenship?

Scheme of work

A topics grid of what will be taught at each key stage should be attached as an appendix to the policy. This will locate PSHE; Citizenship; SRE and DATE.

Teaching and learning

Commitment to active learning methods, which involve children's/young peoples' full participation. You should take account of the following:

- The purpose of each lesson is made clear and the content is relevant to the pupils
- Appropriate learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to

learn, practise and demonstrate skills, attitudes and knowledge/understanding.

- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met.

Specific issues and links to other policies

- Pastoral care – whole school approach to pastoral care. Bullying policy. Arrangements for advice.
- Preparation for puberty (primaries) - timing of programme
- Confidentiality – how confidentiality will be protected. School policy
- Child protection – what child protection procedures there are and who is the school's child protection officer.
- Visitors – policy for use of visitors.
- Support for students – including support regarding menstruation.

Monitoring of provision

How this will take place and who will have responsibility for this. How resources will be kept up to date.

Evaluation of teaching and learning

- How often and how PSHE will be evaluated. What will happen as a result
- How do pupils' views inform curriculum planning?
- Describe the strategies you use to celebrate pupils' achievement.
- Identify agreed priority areas for PSHE and achievements to date.

Dissemination and review of the policy.

- Ensure that a date is agreed for a review of the policy
- How will the policy be made available to staff members, governors and parents?

Section two

SRE

Aspects of SRE are taught as an integral part of the school's PSHE provision throughout the school. In this way, children and young people are able to

develop their ideas, knowledge, skills and attitudes gradually and appropriately.

Statement of aims for SRE

SRE contributes to the foundation of PSHE and Citizenship by ensuring that all children/young people:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of their body and describe how their bodies work (primary)
- Can protect themselves and ask for help and support.
- Understand the link between drugs, alcohol and risky behaviour (secondary)
- Know about agencies which can give support and advice and how to access these; (secondary)
- Understand how different types of contraception work (secondary)

Statement of values for SRE

E.g. SRE will reflect the values of the PSHE programme.

Legal requirements of SRE

- National curriculum Science at KS 1, 2, 3 & 4. These areas are compulsory.
- PSHE and Citizenship Framework (non –statutory)

Partnerships

(a) With parents

How this is achieved. Arrangement for withdrawal of pupils from non-National Curriculum SRE when requested. The DFES has produced a free leaflet for parents (SRE and parents. DFES code 0706/2001)

(b) With pupils

How have pupils been consulted and how has this consultation informed curriculum planning in SRE?

(C) With outside Agencies

How does the school involve outside agencies in the delivery of the programme?

Content headings for the SRE programme

This will include

- A statement about the scope of SRE
- How the content has been decided
- What will be taught to each year group

Section Three

Drugs Education (Including Alcohol & Tobacco)

Sample policy

Section Four

Citizenship Statement

In KS1 & 2 Citizenship will be made explicit in other subjects and in Circle Time/Pshe Topics such as local democracy, voting, recycling will be covered. Pupils have the opportunity to participate in Eco-schools, School Council etc.

In KS3 & 4: the statutory requirements of Citizenship are covered in the following ways:-

Assessment: progress throughout KS3 & 4 must be recorded including end of KS3 statement.

Citizenship must be part of the annual report to parents.

Teacher assessment is statutory at the end of KS3 against the Attainment Target. (working towards achieving, working beyond the Key Stage description).