

# **BYLEY PRIMARY SCHOOL**

## **PSHEC POLICY**

Approved by Governors: March 2018  
Review Date: February 2021

This policy is intended as guidance for staff and parents about the personal, social and moral ethos we aim to encourage.

It is recognised that the school, in partnership with the home can and should play an important part in the social development of the children in school.

When planning the PSHEC curriculum for the pupils at Byley Primary School we will follow the Cheshire West and Chester guidance and expectations outlined below:

	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Attitudes and Values	<p>To recognise similarities between themselves and others and treat others with sensitivity</p> <p>To recognise how their behaviour affects other people</p> <p>To identify and respect the differences and similarities between people</p>	<p>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, sexual orientation, gender and disability</p>
Personal and social skills	<p>To recognise, name and deal with their feelings in a positive way</p> <p>To develop confidence in talking, listening and thinking about feelings and relationships</p> <p>Can protect themselves and ask for help and support</p>	<p>To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p> <p>Judging what kind of physical contact is acceptable or unacceptable</p> <p>To begin to develop the skills of negotiation</p> <p>To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p>
Knowledge and understanding	<p>That animals, including humans, move, feed, grow, use their senses and reproduce</p> <p>The names of the main parts of the body</p> <p>To recognise and compare the main external parts of the bodies of humans</p> <p>Are able to name parts of the body</p>	<p>That life processes common to humans and other animals include growth, nutrition and reproduction</p> <p>Both boys and girls are prepared for puberty and about how the body changes as puberty approaches</p> <p>What makes a healthy lifestyle, including the benefits of exercise and healthy eating</p>

	ad describe how their bodies work  That humans and animals can produce offspring and thee grow into adults	What affects mental health, including bullying and how to make informed choices
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## SOCIAL DEVELOPMENT

The Framework for PHSE and citizenship has 4 components:

- A statement about PHSE and Citizenship and their contribution to the school curriculum
- The knowledge, skills and understanding to be taught, in four interrelated sections:
  - Developing confidence and responsibility and making the most of their abilities
  - Preparing to play an active role as citizens
  - Developing a healthy, safer lifestyle
  - Developing good relationships and respecting the differences between people
- The breadth of opportunities children need to develop their knowledge, skills and understanding
- A summary of what pupils will learn in each Key Stage and some subject links.

To encourage the social development of children at Byley Primary School, we aim to raise awareness of:-

- Beliefs which influence the behaviour and attitudes of people
- The importance of self-knowledge and a developing understanding of each person's individual identity
- The importance of each individual's contribution to the life of both the school and the wider community and the need for tolerance and understanding when building relationships with others
- The way in which creative activities allow expression of individual feelings, emotions and imaginative insights through art, craft, drama, music, literature and any other creative experience
- Feelings and emotions which arise in response to beauty, kindness, injustice and aggression and the importance of knowing when these feelings and emotions need to be controlled.

The aims of our school are as follows:

Achieve the fullest possible personal development and enrichments for each child in all strands of life - social, physical, spiritual, emotional and intellectual.

Create an environment which gives access to the linguistic, mathematical, scientific, artistic and creative skills, which will enable children to participate fully in society and make their own contribution.

Use our knowledge of the way children develop intellectually to facilitate learning with understanding. This is best achieved by teachings through first-hand experience and by allowing children to acquire knowledge and skill by tackling problems for themselves.

Encourage personal enjoyment in learning by equipping children with skills of observation, recording and discovering from relevant sources of information.

Foster enjoyment and pride in maintaining high standards of work and presentation, by providing a stimulating and attractive working environment.

Provide a thoughtful and caring atmosphere, in which relationships are based on mutual respect.

Encourage the development of self-discipline by helping children to assume some responsibility for planning work and organising time.

Foster sensitive and creative thought and help children to achieve satisfaction and enjoyment from their work and relationships in school.

We work to develop social and spiritual awareness by helping children:

- Recognise the feelings and rights of others and the need to respect them
- Reflect on experiences.
- Understand and consider a range of possible interpretations and responses
  
- Develop their own views and insights by responding to poetry, stories, news and events within their own experience
  
- Apply these ideas and insights to their own response to life.

## MORAL DEVELOPMENT

This, again, is a complex quality and can be developed in a variety of ways. It requires:

- The wish to behave in a moral way because the principle of a moral code is recognised
- A knowledge and awareness of the code of conduct accepted by our society and the need to develop codes of conduct within school
- A knowledge of the reasons why moral codes have been developed and the ways in which responsible and fair discussions can be made about moral issues.

In school, we therefore emphasise the importance of:

Being truthful

Keeping promises

Respecting rights and property of other people

Showing consideration for, and tolerance of others

Helping and caring for other people, in particular those who are weaker and less fortunate than ourselves

Self-discipline

Sportsmanship

Team spirit

Respect and care of the school and the wider environment and community.

We teach the children that the following values are unacceptable:

Cheating

Bullying

Untruthfulness and deception

Cruelty  
Dishonesty  
Irresponsibility  
Untruthfulness and deception  
Cruelty  
Dishonesty  
Irresponsibility

## COLLECTIVE WORSHIP

Collective worship is based on Christian principles and beliefs and allows and provides staff with an opportunity to promote, encourage and interpret the values of the school. Our assemblies are led by teaching staff, children, members of the local clergy of various denominations and members of the local community. Although our assemblies are based on Christian principles and beliefs we also take opportunities to explore the beliefs and practices of other religions, in line with our Policy on Religious Education.

## HEALTH EDUCATION

We are part of the Cheshire Healthy Schools Partnership and promote healthy lifestyles across the school.

Our children are encouraged to eat healthily and to promote this we have a specific 'healthy snacks' policy in place. We permit only fresh fruit and vegetables to be eaten as snacks during morning break, therefore limiting opportunities for the consumption of fatty and sugary snacks.

Our catering provides nutritious, good quality meals, following the guidelines laid down by Edsential.

There are always 'healthy options' available, including fresh fruit, vegetables and salad and the children are encouraged to try new, healthier alternatives at lunchtime.

Our 'healthy snacks' policy cannot extend to the content of lunchboxes but all our parents are aware of the policy and, generally promote healthy eating as part of their family's lifestyle.

In addition, our children all have free access to fresh drinking water from drinking bottles which are re-filled as necessary, from our water cooler, throughout the school day.

## SEX EDUCATION

As stated in the LA's Policy on Sex and Relationship Education "There is no obligation to include Sex Education in the curriculum; the curriculum can include sex education and whether it does so is at the discretion of the school", therefore sex education is taught through the relevant areas of the Science curriculum following the National Curriculum.

Pupils in Years 5 & 6 also receive input on the changes they will experience during puberty.

Any specific issues which arise relating to a particular child are discussed with that child's parents and dealt with accordingly.

## DRUGS EDUCATION

Drugs education is also taught through the relevant areas of the Science curriculum, following the National Curriculum.

The school is committed to the health and safety of its members and will take action to safeguard their wellbeing

The school acknowledges the importance of its pastoral role in the welfare of children

The school acknowledges the need to be aware and sensitive to the fact that some children may be living with drug-using parents/carers

In response to shared concerns at a local and national level, we wish to state that as part of its care for the welfare of its pupils, the school believes it has a duty to inform and educate young people on the consequences of drug use and misuse where appropriate. The school takes a pro-active stance on this matter, believing that health education is a vital part of the Personal, Social and Health Education of every pupil.

Fundamental to our school's values and practice is the principle of sharing the responsibility for education of our pupils with parents/carers, by keeping them informed and involved at all times. Effective communication and co-operation is essential to the successful implementation of this policy.

Whilst we acknowledge that the numbers of young people who use and misuse substances is rising, it is seen as important to recognise that the larger numbers of young people are choosing not to use or misuse substances. We will continue to support their differing needs.

We believe and support the following educational aims in respect of substance use and misuse, where appropriate for the age and experiences of the pupils who attend our school:

- To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practicing skills
- To provide accurate information about certain substances
- To increase understanding about the implications and possible consequences of use and misuse
- To provide support and up to date information to parents/carers

These aims are fulfilled through aspects of the pupils' experience in the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities.

## **DEALING WITH DRUG-RELATED INCIDENTS IN SCHOOL**

The issue of dealing with drug related incidents in school is not currently an issue at Byley Primary School.

However, should this situation change, the guidance given by CWAC will be followed as appropriate.