



Personal, Social, Health, Economic Policy (P.S.H.E)

(including Drug Education)

**Under the Education Act 2002/Academies Act 2010 and the National Curriculum in England 2014 all schools must provide a balanced and broadly-based curriculum which:**

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

***All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.***

**The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.**

Please see our separate **Relationships Education** policy.

### **Policy Context and Rationale**

This policy explains our school's approach to the teaching and learning of PSHE at Stoke Prior First School. The policy has been produced and developed through consultation with the whole school community Governors, staff, pupils, parents and carers. During the review process the following documentation was referred to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DFE 2020)
- Personal, social, health and economic (PSHE) education (Gov 2013)
- Promoting children and young people's health and wellbeing (Public Health England 2015)

- Safeguarding children in Education Checklist (Worcs County Council)
- Creating a PSHE policy for your school (PSHE Association 2018)
- PSHE Programme Builders (PSHE Association 2020)
- Not yet good enough: personal, social health and economic education in schools (Ofsted 2012)
- Revised Prevent Duty Guidance; for England and Wales (HM Government 2019)
- Promoting fundamental British values as part of SMSC in schools (HM Gov 2014)
- Writing your school's relationship and sex education policy (PSHE Association 2018)
- Secretary of State's 2000 Guidance on Sex and Relationships Education

The implementation and monitoring of the policies (PSHE, Relationships, Antbullying and Drug Education) is the responsibility of the Headteacher, Governors and the PSHE leader. The policy will be reviewed every three years

### **Policy Availability**

Parents will be informed about the policy through a consultation process inviting comments about the policy before it is finalised. Also pointers to the final policy will be made through the school website and newsletters.

The final policy will be available through its publication on the school website, details of which will be included in the school newsletters. A printed copy of the policy will be made available to anyone who requests one.

### **Policy Aims and objectives**

#### **Our vision and values**

##### **Why?**

We believe in encouraging our children to become happy, resilient learners, developing their thirst for knowledge and their ambitions, whilst enabling them to be compassionate and prepared for the world ahead.

##### **How?**

By providing a safe, nurturing environment with an inspiring curriculum that both challenges and provides memorable opportunities to excite, experiment and enquire. Our vision sets out what we want all of the children to be when they complete their learning journey through Stoke Prior First School. We have four core school values that underpin everything we do and we all strive to achieve them every day.

**Collective Responsibility, Respect, Teamwork, Reflection**

## **Our aims**

We aim to equip our children with the skills and values to lead productive lives in modern day Britain by promoting the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This policy has been informed by our school's ethos, aims and objectives and these underpin our PSHE provision. The aims, vision and values of our school are reviewed through pupil, parental, staff and governor feedback throughout the school year.

## **Creating a safe and supportive learning environment**

We will create a safe and supportive learning environment by:

- Establishing clear 'ground rules' around speaking, listening, taking turns, respect, tolerance, differing views, cultures, beliefs and experiences at the beginning of lessons and activities.
- Ensuring children are aware of who they can speak to if they have a concern or a worry.
- Ensuring all staff and visitors understand about confidentiality and what they should do if a child indicates that they might be vulnerable or 'at risk'. Staff and visitors will be aware of the procedures to be followed, outlined in the schools safeguarding policies.

## **Entitlement and equality of opportunity**

The school aims to develop and maximize the needs, interests, intellectual and social potential of all its pupils irrespective of gender, culture, ability or personal circumstance by promoting the following aims:

- to develop and encourage confidence and good esteem in all children
- to encourage positive attitudes and relationships
- to eliminate gender stereotyping and remove all barriers (overt and covert)
- to ensure that all pupils, irrespective of their differences, are encouraged to take a full and active part in all aspects of school life; both academically and socially.

Our provision will be sensitive to the different needs of all our pupils and will be adapted over time as the pupil population changes. Teaching will take into account the age, ability, readiness and cultural backgrounds of children to ensure that all can fully access our PSHE education provision. The school has a clear equality policy in place that informs classroom practice and pedagogy.

All members of staff at the school should be aware of their potential as role models and ensure that their actions do not reflect a stereotype. Staff should actively challenge stereotyped attitudes amongst pupils and help them understand the meaning of discrimination.

Pupils will be taught to value the uniqueness of individuals and to celebrate and encourage this uniqueness rather than discriminate against it. In this way the development of high self-esteem and confidence in all pupils will help to remove stereotype and encourage equal opportunities in all aspects of school life.

In order to achieve this, the school will

- encourage mixed groupings for class activities and lunchtimes
- avoid the use of gender administration, e.g. lining up
- ensure that the curriculum content is aimed to encourage all pupils
- ensure all pupils participate in every aspect of the curriculum
- identify pupils different starting points by assessing their knowledge and understanding through discussions or tasks
- ensure that extra-curricular activities are available to all and that mixed groups are actively encouraged
- be watchful of the frequency of interaction between boys and girls
- work towards choosing resources that do not reflect stereotyped views

### **Special Educational Needs and Disabilities (SEND)**

We recognise the right for all pupils to have access to PSHE education which meets their needs. Therefore, pupils with SEND will not be withdrawn and will receive access to the same programme as other pupils through an adapted approach, as necessary. In some cases, the content of delivery will have to be adapted and careful consideration will be given to the level of adaptation needed including 1:1 adult support if required.

### **Intended outcomes**

Our PSHE programme education offers both explicit and implicit learning opportunities and experiences for children to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. It helps children to manage physical and emotional changes, introduces them to a wider world and enables them to make an active contribution to their communities.

The overarching aims of our PSHE education programme is to provide our children with:

- Accurate and relevant knowledge about the world in which they live
- Opportunities to turn their knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

### **Learning and Teaching**

#### **Principles and Methodology**

We will ensure learning starts from where the children are by enabling children to share their prior knowledge at the beginning of a topic. We will ensure that sessions encourage children to understand the true consequences of choices made and that they are reassured that the majority

of young people make positive, healthy lifestyle choices. We will help children to make connections between the learning they receive and their current and future 'real life' experiences, developing the skills of critical reflection.

Teaching and learning will include a wide range of methods and activities taught through a whole school approach including:

- ✚ Discrete curriculum time, e.g. circle time, and designated lesson time
- ✚ Teaching P.S.H.E. through and in other subject curriculum areas
- ✚ Through P.S.H.E activities and school events and visits by external agencies.

Pupils will be invited to give their ideas and opinions about the curriculum through discussions such as lesson plenaries, circle times, pupil interviews and school council meetings. Feedback from their self-assessment will be used to make changes and improve the provision as and when required.

### Within other Curriculum Areas

English	Skills in enquiry, communication, stories that illustrate aspects of personal development.
Maths	Aspects of financial capability, counting and sharing.
Science	Drugs including medicines, health and safety and the environment. Life processes and living things.
Design Technology	Health and safety, healthy eating, realising that people have needs as they generate design ideas.
Computing	Communicating with others, e-mail and internet. Staying safe on the internet.
History	Reasons for and results of historical events, situation changes, different societies, people, events, experiences of the past.
Geography	Topical issues concerning the environment, development of land use, study of locality, comparison of different parts of the world, including less economically developed countries.
Art and Design	Reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
Music	Making the most of abilities in playing, singing and composing.
P.E.	Teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
R.E.	Religions and moral beliefs, British Values and practices that influence personal and social issues and relationships.

### School Events

Residential experiences, visits and special days/weeks in school give children the opportunity to work and plan together and to build up relationships. New qualities may be discovered by volunteering, participating and reflecting on new experiences. Children should be able to make more confident and informed choices about their health and environment. They should be able to take more responsibility, individually and as group, for their own living.

Such school events include residential outward bound courses, school nurse drop-in clinic, dental health visits, day trips, swimming, extra-curricular events involving visitors from outside and transition events with other local middle schools. Other such events include the School Council, social groups, Playleaders, Circle Time, assemblies, lunch time reward system and could take place both within the classroom and during lunch times.

## **Planning**

Our spiralled curriculum ensures that learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop. Our PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through school. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1 or Reception. Our PSHE education assists pupils to cope with the changes, introduces them to a wider world and enables them to make an active contribution to their communities.

Whilst the termly framework below identifies a broad range of important issues that our pupils will learn about, we believe that their experience of PSHE education should not simply be a series of 'one-off', disconnected sessions each on a different topic and focussing only on factual content. It is important that our pupils can see how the skills acquired through looking at one issue can be transferrable to other contexts. Our world is rapidly changing and whilst the content of PSHE is vitally important, it can quickly date and we cannot predict the challenges, opportunities and responsibilities that our pupils may face in their future. It is the overarching concepts and essential skills that will enable them to manage the challenges, opportunities and responsibilities they will face now and in their future.

## **Health and Wellbeing - Learning Opportunities:**

### **Foundation Stage:**

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. They should be taught how to manage their own hygiene and personal needs.

### **Key Stage 1**

Being healthy; hygiene; medicines; people who help us with health

Keeping safe; people who help us

Keeping safe; recognising risk; rules

Being healthy: eating, drinking, playing and sleeping

Feelings; mood; times of change; loss and bereavement; growing up

## **Key Stage 2**

Keeping safe; at home and school; our bodies; hygiene; medicines and household products

Keeping safe; out and about; recognising and managing risk

Self-esteem: self-worth; personal qualities; goal setting; managing set backs

Feelings and emotions; expression of feelings; behaviour

Changes and moving on

Being healthy: keeping active, taking rest

Being healthy: eating well, dental care

## **Relationships - Learning Opportunities**

### **Foundation Stage**

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

### **Key Stage 1**

Ourselves and others; similarities and differences; individuality; our bodies

Ourselves and others; people who care for us; groups we belong to; families

Friendship; feeling lonely; managing arguments

Behaviour; bullying; words and actions; respect for others

### **Key Stage 2**

Friendship; making positive friendships, managing loneliness, dealing with arguments

Families; family life; caring for each other

Respect for self and others; courteous behaviour; safety; human rights

## **Living in the wider world -Learning Opportunities**

### **Foundation Stage**

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

### **Key Stage 1**

Money; making choices; needs and wants

Ourselves and others; the world around us; caring for others; growing and changing

People and jobs; money; role of the internet

### **Key Stage 2**

Community; belonging to groups; similarities and differences; respect for others

Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions

### **Timetabling**

Each year group allocates regular curriculum time to the teaching of PSHE. Our provision is mapped and planned effectively to meet the needs of the children at our school and has been organised so that it fits in with other areas of the curriculum such as Science or Design Technology. Our spiralled programme ensures that learning is organised into a series of recurring themes each lasting a half term which pupils experience at different ages. Each time they re-visit, the level of demand increases and learning is progressively deepened.

Our provision is further enriched through other experiences in school such as visits, visitors, fetes, assemblies, plays, Forest School, musical events etc. These activities provide important learning experiences for our children to develop their personal and social skills.

### **Assessment**

Children's knowledge and understanding can be assessed by monitoring their understanding of a topic. Additionally, monitoring how well the children use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships will also be important.

Children's achievements in PSHE can be rewarded by presentation of certificates for positive behaviour and good attitudes and by the use of 'zone boards' within each classroom. Children can be given responsibility in school to carry out worthwhile tasks to encourage independence and confidence and by the setting of targets.

Children's progress will be measured using a range of statements to assess their knowledge, understanding and development of skills. This progress and attainment will be recorded using the school's Assessment Trackers showing their progress as Emerging, Developing or Secure within a



Key Stage. It will be discussed, reported and/or passed on as and when appropriate, such as meetings with other staff or parents, parents' evenings and annual reports.

It will also be important to explore and assess any prior learning they bring to the classroom at the beginning of each area of learning.

### **Teaching Responsibility and Staff Training**

The programme will be led by the Personal, Social, Health Education leader. It will be taught by teachers, teaching assistants and visitors such as Bikeability trainers. Staff with responsibility for teaching PSHE will receive any relevant training through INSET training or by other external bodies such as the PSHE Association. We believe that the curriculum can also be supported by other agencies such as school nurses, charities and other outside bodies. These sessions will, where possible (excluding confidential sessions as necessary) be accompanied by a member of Stoke Prior staff to manage the learning and ensure it is safe. Learning objectives and outcomes will be agreed with the visitor in advance and their input will be part of our planned developmental programme.

The programme will be taught through a range of teaching methods, including

- drawing and writing
- scenarios
- role play
- listening and speaking exercises
- self-esteem work to reinforce skills of communication successfully, e.g. circle-time, certificates of achievement.
- participation in social groups
- understanding feelings
- decision making
- learning how to be assertive
- negotiation skills

These strategies provide support for children to feel safe and secure and confident enough to discuss issues which may be of concern to them.

### **Confidentiality and Handling Disclosures**

Any disclosures of personal information from pupils should be dealt with in confidence by the class teacher in liaison with the head teacher. The school's Safeguarding Policy can also be accessed/ referred to for guidance. If necessary the appropriate authorities can then be contacted. Teachers cannot promise complete confidentiality, in case further support/advice needs to be sought. Any disclosures involving the head teacher should be dealt with in confidence and referred to the Chair of the Governors. The appropriate authorities can then be contacted.

## **Responding to Pupils Questions**

Pupils' questions will be answered in ways that support the school's values and are sensitive to a range of views providing clear, impartial information for pupils. Where a member of staff feels unable to provide an answer straight away, they will ensure that the children are aware that they will provide an answer, when they have had time to consider the question, and that this may involve a discussion with another member of staff. We will allow pupils to raise anonymous questions by providing opportunities to place questions in a question box. If a safeguarding issue is raised by an anonymous question we will take all necessary steps to ascertain where the question came from and then follow our Safeguarding policy and procedures.

## **Links to other school policies and areas of the curriculum**

Drugs education form part of this policy- see further down. This policy supports the following policies held in school:

Anti-bullying

Behaviour

Drugs and Substance Abuse

Medication in school

Health and Safety

Internet-safety (e-safety)

Relationships Education

Safeguarding

Science

## **Involving Parents and Carers**

At Stoke Prior we are committed to working with parents and carers to ensure each child's needs are met. Parents and carers involvement is a central part of the whole school ethos therefore we will ensure they are engaged through:

- Making our policy and curriculum available on the school website
- Inviting feedback on our policy and curriculum and any proposed changes
- Keeping parents and carers informed about their child through discussions, parents' evenings and annual reports

- Making time available with the class teacher, or headteacher if necessary to address any concerns parents or carers may have
- Inviting parents to workshops such as internet safety
- Promoting and encouraging interest in activities such as fund raising events

### **The Right to Withdraw**

There is no right for parents to withdraw from Relationships or Health Education.

**(DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance - June 2019).**

See our separate Relationships Education Policy for the right to withdraw from Sex Education.

There is a right to withdraw from all or part sex education delivered as part of statutory Relationships and Sex Education other than as part of the science curriculum.’ *Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.*’

**(DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance - June 2019).**

## **Drug Education**

### **Schools definition and stance towards drugs:**

In accordance with Government Policy, Stoke Prior First School has a responsibility to consider its response to drug misuse, working in partnership with Health and Social Services, police and other agencies.

In order to fulfil its aim of helping pupils to become informed, responsible and caring members of society, the school considers the issues of Substance Use and Misuse as an essential part of the Health Education curriculum.

Aims: to enable pupils to make healthy informed choices (a “drug” includes both legal and illegal substances with the capability of being misused).

### **Reception – Early Learning Goals**

- |   |
|---|
| <ul style="list-style-type: none"> <li>• To talk about their own behaviour and its consequences and know that some behaviour is unacceptable</li> <li>• To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe</li> </ul> |
|---|

## Key Stage 1

### Year 1

- what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
- that things people put into or onto their bodies can affect how they feel
- how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy

### Year 2

- how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
- how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
- how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
- how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
- how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

## Key Stage 2 (Years 3 & 4)

- how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
- how to recognise, predict, assess and manage risk in different situations
- how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence

## Curriculum Content

Our drugs education reflects the ethos of the school and there is a whole school approach enabling development in an open and trusting relationship between individuals. Drug Education may be provided within science or within other subject areas as part of a broader programme of

Personal Social and Health Education. Each year has been allocated various aspects of the curriculum which ensures continuity between KS1 and KS2.

### **Visiting Speakers**

The school may use visiting speakers to support its work in this area. In the case of a visitor being invited to speak to the children their contribution would be carefully planned by the teaching staff to respond to the identified needs to the children.

### **Strategies**

Useful strategies for developing skills and imparting appropriate information are:-

- draw and write
- scenarios
- role play
- listening and speaking exercises
- self-esteem work to reinforce skills of communicating successfully e.g. circle time, certificates of achievement.
- understanding feelings
- decision making
- learning how to be assertive.
- negotiation skills.

### **Confidentiality**

It is important to negotiate ground rules, for example, in circle time, this is a useful lesson in helping to develop self confidence and trust. However, it is not realistic to guarantee confidentiality for a pupil who may have problems with drugs and safeguarding procedures will be followed. If the law is being broken, the police normally have to be told.

### **Available Resources**

Some resources are stored within the PSHE cupboard in the nurture room. Many on-line resources recommended by the PSHE Association are detailed within the scheme of work and hyperlinks are provided. Other available resources from other organisations are reviewed and shared by the PSHE Leader and staff for use within lessons and activities.

### **Managing Drug Related Incidents**

School premises and grounds are monitored on a regular basis by the cleaner in charge. Any drug or drug equipment found will be brought to the head teacher who will bag it, date it and pass it to the police at the first possible opportunity (or the School Liaison Officer). All harmful substances within the school are kept inaccessible to the children as stated in the Health and Safety policy. Should there be any incident in school concerning a child, the usual safeguarding procedures will be followed.

PERSON(S) RESPONSIBLE:	I. Roberts
DATE POLICY AGREED:	April 2024
TO BE REVIEWED BY:	April 2027
DISTRIBUTION:	Staff / Governors / Website (delete as required)