

Personal Social Health and Economic Education Policy (PSHE)

Please also read in conjunction with our Relationship and Health Education Policy (2021)

Updated March 2021



Policy for Personal Social Health and Economic education including reference to our Relationship and Health Education (RHE – separate policy 2021) and Drug Education Policy (Appendix 1)

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

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. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools”. **DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers June 2019**

Policy Guidance

This document provides schools with a template for the development or revision of a Personal Social Health and Economic education (PSHE education) policy.

Using the policy template

When referring to PSHE education, this includes RSE and Drug Education.

Help and Support

For further support or information please contact the BHWB team.

Telephone: 0333 300 1900 email: BHWB@entrust-ed.co.uk

Policy for Personal Social Health and Economic education including Relationships and Sex (RSE) and Drug Education

School Name: Green Lea First School

Date of Policy: 18.3.21

Review Date: 18.3.23

	Member of staff responsible	Governor	Senior member of staff
PSHE education	K Wilson (Headteacher)	K Kite	
RHE	K Wilson	K Kite	
Drug Education	K Wilson	K Kite	
Drug Related Incidents	K Wilson	K Kite	

Context

- Green Lea is a small rural community school. We have around 68 pupils who are taught in mixed age classes in school, and around 15 children in a school nursery. Children attend Green Lea from the age of 2-9. They then move on to middle school in the Stone area.

The Developmental Process

The policy has been drawn up in consultation with:

Staff, Governors and Parents

The PSHE education Policy encompasses the following policies:-

- Relationships and Health Education (RHE) – separate policy
- Drug and Alcohol Education including The Management of Drug Related Incidents - Appendix 1

Other relevant school policies are:

Safeguarding and Child Protection, Health and Safety, Online safety, Prevent

Aims for PSHE education

PSHE education aims to help children and young people deal with the real-life issues they face as they grow up. The issues that PSHE education covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning and personal finance.

PSHE education makes a significant contribution to the Prevent agenda and to safeguarding children and young people. It also supports children and young people's Spiritual, Moral, Social and Cultural Development.

PSHE education can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

At Green Lea we believe that learning should be fun, purposeful and challenging. Through our effective curriculum we aim to equip each child with the skills they need for lifelong learning. We aim to develop confident learners, who take ownership of their learning and are proud of their achievements. We believe that, "Everybody is Somebody".

Our Aims:

Happy children with high self-esteem and positive attitudes
Sensitive to the needs of all others, showing consideration and kindness
Respectful of others opinions, efforts, culture and property
Creative thinkers and learners
Independent learners who are literate, numerate and articulate
Able to adapt to change, respond enthusiastically and seize opportunities
Confident in their immediate surroundings and the wider community
Ready to contribute to their community and take responsibility
Prepared to take on the next stage in their education

Curriculum Organisation

PSHE education will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete curriculum time
- Cross Curricular opportunities
- Agency/visitor input
- Enrichment opportunities
- Themed weeks

PSHE education is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHE education has an equal priority with other learning.

Teaching and Learning

PSHE education is delivered in line with the school's teaching and learning policy. As PSHE education perhaps more than any other subject, works within the real-life experiences of children

and young people it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions, role play and theatre in education
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children and young people sensitively
- Building on children and young people's knowledge and experiences
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- Providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge
- Allowing time for children and young people to reflect and consolidate their learning
- Having high expectations of children and young people's achievement and behaviour
- Providing differentiated learning opportunities for children and young people with special educational needs
- Using a variety of groupings, including single sex, where appropriate.

Curriculum Content

The PSHE education programme has been developed using identified children and young people's needs and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHE education is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

Details of the programmes of work including resources are given in Appendix 2.

Resources

Resources, which support this area of the curriculum, will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE education. Overall responsibility for PSHE education resources is held by the co-ordinator. The co-ordinator should ensure resources to be used by visitors have been approved by the relevant organisations e.g. PSHE Association, Department for Education.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation. The SCARF (Safety, Caring, Achievement, Resilience, Friendship) scheme of work also supports our PSHE and RHE teaching. We also use Picture News to deliver part of the PSHE curriculum through assemblies including British Values. Children have yoga sessions with a qualified yoga coach which supports with wellbeing and mindfulness activities.

Assessment, Recording and Reporting

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children and young people's self awareness and self esteem.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the school's assessment policy.

The reporting of individual achievement and progress will include skill development and values and attitudes as well as knowledge and understanding. Progress in these areas will be reported through written reports to parents.

Evidence is kept in folders where appropriate and also in a central class "floor book". In

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE education by Senior Management and the Governors. Monitoring will take place in accordance with the school's monitoring cycle.

This will be done by checking that whole school PSHE education objectives are met, standards of teaching and learning expected are achieved, there are adequate resources, Schemes of Work are being taught appropriately (using the SCARF online scheme of work), consulting with staff, pupils, parents, governors and external agencies.

External Agencies

The school leads the programme but outside visitors have a role. The school's visitor policy will be followed.

Visitors from the church to lead assemblies – or online due to Covid restrictions
NSPCC
School Nurse
Police

Safeguarding

Teachers and other adults involved in PSHE education will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is available from the school's designated teacher for safeguarding who is

Mrs K Wilson

Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

Confidentiality

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. school nurse/health adviser
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Pastoral Support

As part of the school pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable.

Additional support includes:

- Nurture groups
- Bereavement support
- Art therapy

Our school seeks to work in partnership with parents and carers to provide effective PSHE education and support for children and young people. The school's PSHE education programme endeavours to complement and support parent and carer roles.

This is done by: parents/carers meetings, parents/carers information evenings, home/school diary, parent questionnaires, curriculum handbook and prospectus.

Continuing Professional Development of Staff

Staff have received appropriate training, and the school are working towards the Ways to Wellbeing award.

Communication/Dissemination of the Policy

The policy will be disseminated in the following ways:

This policy document is freely available on request to the entire school community. The policy is referred to in the school prospectus. It is referred to in relevant areas of the curriculum. A copy of the policy can be found in the staff handbook and school website.

Green Lea First School

Appendix 1

Drug and Alcohol Education Policy

Introduction

Green Lea First School is committed to investing in pupils' health and well-being and by doing so we assist the process of raising the pupils' achievements. Our school uses the term "drug" to include alcohol, tobacco, medicines, illegal drugs and other substances such as solvents and poppers.

The school policy provides a secure framework within which the school staff can work. We will ensure a balanced approach and promote healthy lifestyles. This will be delivered within the context of PSHE/Citizenship and the school equal opportunities policy.

The policy takes full account of DfES guidance. The school's PSHE co-ordinator is responsible, as part of the role, for drug education.

The Drug Education Programme

The overall aims of the drug education programme are to:

- Improve children's self-esteem
- Enable children to make informed choices
- Increase knowledge and understanding
- Develop self-confidence and assertiveness

Drug education is delivered in each school year in a manner appropriate to the age and development of children through the PSHE/Citizenship programme, Science, Circle Time and occasionally other subject areas.

The programme will be delivered in an interactive, thought-provoking and interesting manner using a variety of teaching methods and approaches. This may include discussion work, video, role-play and visiting speakers. Teaching resources will be chosen on the basis of their appropriateness to children. We will ensure that drug education is taught in a caring and safe environment where children's genuine questions and concerns can be sensitively addressed. The programme will be regularly monitored and evaluated. Feedback from children and parents/carers will be sought to help us continually update and improve our approach.

Managing Drug-Related Incidents in School and Supporting Children who Experience Drug-Related Problems

Other than the legitimate use of medicines it is against the school rules for children to bring any drug onto the school site. A drug-related incident in a primary school is more likely to concern the inappropriate use of medicines or use of tobacco or alcohol by children.

Drug-related incidents may take many forms, including:

- Inappropriate clothing (e.g. T-shirts with drug-related logos and images) and/or jewellery (e.g. badges with drug-related slogans)

- Drug-related graffiti
- Music with inappropriate drug-related lyrics
- Drugs being brought onto school premises
- Suspicion/ rumour or definite evidence of (legal or illegal) drug use or supply involving pupils
- Pupils being under the influence of drugs
- Pupils sharing their concerns about their own or a family member's use of drugs
- Suspicion or definite evidence of parents/carers experiencing problematic drug use

The school's response to such situations will depend on the seriousness of the incident and the circumstances in which it occurred. The school will:

- Make a careful assessment of any risks faced by children
- Consider the use of appropriate sanctions where school rules have been broken
- Offer appropriate support to pupils and parents/carers from within the school and by referral to outside agencies

The school believes it is in the best interests of all concerned to inform parents/carers of any reported drug-related incidents. The exception would be a situation where the school believed the child would be at serious risk of significant harm by the parent/carer. As in all circumstances where a pupil is at risk of abuse or neglect, the Child Protection Procedures will be applied. In the unlikely event of a pupil requiring medical attention or first aid this will take precedence over other responses.

Parent/Carer and Governor Involvement

We value the important role both parents/carers and governors play within the school community and are committed to ensuring they:

- Are informed and consulted about the drug education programme
- Are consulted about this policy
- Have the opportunity to attend a drug awareness session and have access to up-to-date factual information on drug-related issues

Administration and Storage of Medicines

Prescribed medication will only be administered with a request by parents submitted on the form "Request for Administration of Medicines", available from the school office. Non-prescribed medicine will not be administered. All prescribed medicine is stored in the refrigerator or in the office.

Training, Support and Role of Teaching Staff

The school supports all teaching and support staff in accessing the drug-related training facilitated by the LEA. Training will also be provided in-house via staff meetings, and governors' meetings.

Monitoring, Reviewing and Updating School Policy and Practice

This policy will be reviewed bi-annually. If any member of the school community wishes to obtain a copy of the policy or comment on it, please contact the school office.

Review bi-annually

March 2021 (review March 2023)