



## **Peterborough Diocese Education Trust Staverton CE Primary School**

### **Personal, Social and Health Education Policy 2019** **(including SRE and Drug Education)**

**“Staverton is a nurturing community that inspires a love of learning and supports children to be the best they can be. Children become confident individuals through experiencing and celebrating successes. We prepare our pupils for life beyond our doors, instilling in them strong Christian values to guide them.”**

#### **School Ethos Statement**

#### **Philosophy**

At Staverton C of E Primary School our mission is to serve our community by providing an education of the highest quality within the context of Christian belief and practice. Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

#### **What is PSHE?**

“Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.’ QCA

#### **Why it Should be Taught**

Personal, Health and Social Education underpins life at Staverton CE Primary School. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. Our school values underpin all we do in school, including through the Curriculum which aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

#### **PSHE reinforces the School Aims:**

- A thriving, purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning.
- A welcoming and open community where all those involved in the successful development of children, parents and families first, then school staff, governors and other professionals work closely together for school improvement.

Our aims for all children are that:

- They should be safe, secure and happy in school.
- They have equal access to the curriculum, regardless of ability, gender, race or religion.
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others.
- And that children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

## **Organisation and Planning**

### **Who is responsible for co-ordinating the subject?**

The headteacher and senior leadership team incorporates PSHE, SEAL, PE and other aspects of healthy schools into a broad coverage.

### **How it will be organised and covered**

P.S.H.E will be provided through:

- Discreet Curriculum time using Jigsaw scheme of work,
- Teaching through Contexts For Learning
- Assemblies, class assemblies, class discussions and circle time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.
- Extra curricular activities e.g. health days, school visitor days, Anti-bullying week.
- Planned learning will be recorded on weekly or daily plans.

### **Provision Made for Children with Particular Needs**

- **Challenge area** - Nurture Support for children. Children have planned slots in the Challenge Area where children access their learning in addition to developing their social skills, understanding their emotions and anger management - with adult support and peer role-modelling.
- **Drawing & Talking** – Therapeutic counselling for children. There are a range of services on offer to children; 12 weekly counselling sessions.
- Open door policy and regular contact with parents working in partnership with the school.
- Child-led IEPs
- Trusting relationships with the members of staff enabling children to have choice and a variety of people to talk to.
- High levels of teaching assistant support enabling ongoing support in PSHE when needed.
- Learning mentors and learning partners e.g. EAL

## **Teaching Methods and Approaches**

- In the Foundation Stage, teachers will plan from children's own experiences through the six areas of learning. They will plan for Personal, Social and Emotional Development on a daily basis and through PLOD's (Possible Lines of Development) in conjunction with the Early Learning Goals.
- In KS1 and 2, teachers will plan through their Contexts for Learning (Topics) in relation to The National Curriculum Framework for PSHE. Links have been made through contexts for learning to PSHE. Teachers will plan to use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally. Teachers use discrete PSHE time in curriculum to follow the Jigsaw scheme of work.
- Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem solving skills, explore ideas and relationships, cooperate with others and work collaboratively in small groups.
- Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom.
- Citizenship is addressed through the curriculum in all our Contexts for Learning.

### **Criteria for Resource Allocation**

Resources are selected that are:

- age appropriate,
- non-discriminatory and
- in accord with the values of the school.

Some resources chosen will appear discriminatory but these are used to challenge misconceptions, negative images and messages and stereotypes. Resource materials, books and equipment are available for use by all staff. Each Year Group has Context Resource Boxes for each termly context. These are added to as teachers develop teaching and learning ideas. These are kept in a resource cupboard when not in use.

### **Staff Professional Development**

Teachers training needs are determined at reviews meetings during the performance management cycle. Whole school training needs are planned into action plans. The school ensures they are kept informed of relevant changes to aspects of PSHE by attending meetings on Healthy Schools and PSHE when necessary and receiving updates through Jigsaw curriculum updates. They are encouraged to access appropriate school based INSET or external CPD opportunities. We encourage peer observation and peer support from our team to offer further CPD opportunities.

### **Assessment and Reporting on Learning**

In PSHE and Citizenship there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of co-operation and competition.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making

decisions and promoting positive relationships.

#### Whole School

Termly, teachers complete an end of topic assessment for each child from Nursery to Year 6 to track and highlight children's attitude to learning and their personal and social education is at the heart of this. Teachers update their class profile for SEN where needs are highlighted in learning but also personal, social and emotional needs are highlighted with actions to support these children.

#### Foundation Stage

Teaching staff will make observations of children against the three relevant scales of the Foundation Stage Profile – Dispositions and Attitudes, Social Development and Emotional Development. The Early Learning Goals for Personal, Social and Emotional Development are set out in the Foundation Stage Curriculum.

#### KS1 & KS2

Teaching Staff will be able to refer to information from the Foundation Stage Profiles/End of Year Reports and information passed on by previous teacher, to ascertain where the children are at and plan to build on these experiences accordingly. Assessment is a planned part of all effective teaching and learning.

#### **Links to Pastoral Systems**

The first line of pastoral response is in the classroom with the class team: both teacher and teaching assistants. Our school has an ethos where pastoral care and the whole child are at its centre and staff are encouraged to provide social and emotional support to the children. Teachers use teaching assistant time flexibly so children's social and emotional needs are supported as this is key for effective learning so as needs arise children will be given time and space to work through problems with trusted adults. The school has developed an effective nurture and intervention room, called the Challenge Area, which further supports the social and emotional needs of children. We are committed to developing the whole child and continue to build up resources and adult time to help children's social and emotional needs.

Pupils' understand that we are a caring school who will listen and know they can talk to a wide range of adults because all relationships are based on trust and mutual respect. Children feel secure in coming and talking to the leadership team, teachers or teaching assistants when they need to talk. Parents have close relationships with the school and the open door policy ensures parents share relevant information which may be affecting children's personal, social and emotional behaviour. The children also have access to support from our school Mental Health First Aider, who is available to the children five days a week. The children can self-refer to talk to someone, and can also be referred to the 12 one to one counselling sessions each week which can be short to long term placements.

### **Confidentiality**

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

### **Answering Difficult Questions**

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

### **Group Agreements and Distancing Techniques**

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

### **Dealing with Sensitive Questions.**

- Clear parameters about what is appropriate and inappropriate should be discussed whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Head teacher and the usual child protection procedures followed.

### **Monitoring and Evaluation**

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The PSHE / SRE Governor will feed back at Full Governing Body Meeting and the Headship Team will feed back to governors through the Headship Team Report. This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

### **Who will monitor the implementation of the policy?**

The headteacher, senior leadership team and governors.

## **Appendices relating to Relationship and Sex Education (RSE)**

This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Education (PSHE) and Citizenship at Key Stages 1 and 2. This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfEE in 2019.

### **Definition of RSE:**

RSE is “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline”. (Brook, SEF, PSHE Association, 2014:3)

### **Policy Aims and Objectives**

At Staverton CE Primary School, RSE reflects the school’s vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

Staverton CE Primary School believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children’s physical, moral, mental wellbeing and emotional development at home.

Through this policy we work together to promote the following skills:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils’ self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils’ develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;

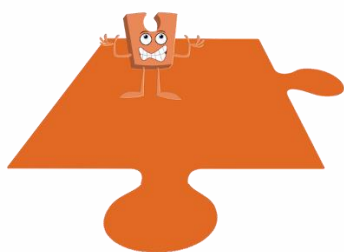
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils' understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways

### **Organisation and Delivery of RSE Programme**

The PSHE subject leader and headteacher are responsible for the organisation of RSE at Staverton. RSE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: Science, Religious Education, Computing, Physical Education, PSHE & Citizenship - including Jigsaw and the Social and Emotional Aspects of Learning (SEAL) programme - and through assemblies.

Where RSE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Teaching staff deliver assemblies, including the headteacher. Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum. Whilst many aspects of RSE are taught throughout the year, some specific age related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

Our RSE coverage is part of our overall PSHE curriculum, covered through our Jigsaw scheme of work. Each class covers RSE issues through the half-termly topics as detailed below:



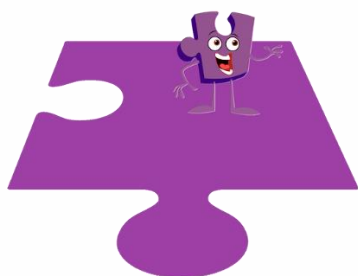
### **1. Being Me in My World**

Includes understanding my place in the class, school and global community as well as devising Learning Charters.



### **2. Celebrating Difference**

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.



### **3. Dreams and Goals**

Includes goal-setting, aspirations for yourself and the world and working together.



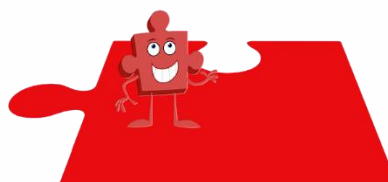
### **4. Healthy Me**

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.



### **5. Relationships**

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.



### **6. Changing Me**

This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)



## Jigsaw PSHE 3 -11 Content Overview



Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthier eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Growing from young to old Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

### Parents' Right to Withdraw their Children

Parents will be informed of planned RSE sessions in curriculum forecast information sheets termly. In Year 5, parents will be informed of the RSE coverage and content of sessions beforehand. Parents have the right to withdraw their children from all or part of RSE sessions, except those elements

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

taught as part of the National Curriculum Science. Any parent wishing to discuss this aspect of the curriculum in more detail should contact the Head teacher.

## **Appendix Relating to Drugs Education (Alcohol, and Tobacco and volatile substances)**

### **To Whom and Where the Policy Applies**

This policy applies to the whole School Community, including staff, pupils, parents and visitors. The school is defined as the entirety of the school's buildings, the school grounds, and all school vehicles.

### **Staff with Key Responsibilities for Drugs Education**

Head teacher and Leadership Team.

### **The School's Stance Toward Drugs, Health, and the Needs of Pupils**

- Staverton CE Primary School is committed to the health and safety of its community and will take action to safeguard their wellbeing.
- Staverton CE Primary School actively acknowledges its role in supporting and promoting healthy living and, through our ethos and practice, we will teach and encourage children to recognise and make good choices.
- Staverton CE Primary School understands the importance of its pastoral role in the welfare of young people and will continue to provide the supportive, open environment to encourage pupils in need of support to come forward.

### **Aim of Drug, Alcohol, and Tobacco Education**

The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. See 'Drugs – Guidance for schools' DFES 2004

### **Objectives of Drug, Alcohol, and Tobacco Education**

To increase pupils' Knowledge and Understanding and clarify misconceptions about:

- The short-term and long-term effects and risks of drugs.
- The rules and laws relating to drugs.
- The impact of drugs on individuals, families, and communities.
- The prevalence and acceptability of drug use among peers.
- The complex moral, social, emotional, and political issues surrounding drugs.

To develop pupils' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:

- Assessing, avoiding and managing risk.
- Communicating effectively.
- Resisting pressures.
- Finding information help and advice.
- Devising problem solving and coping strategies.

- Developing self-awareness and self esteem.

To enable pupils' to explore their own and other people's attitudes towards drugs, drug use, and drug users, including challenging stereotypes, and exploring media and social influences. See 'Drugs – Guidance for schools' DfES 2004

### **Management of Drugs at School**

The Head teacher will ensure that all staff dealing with substance issues are adequately trained and supported. The process for dealing with drug related incidents should be dealt with according to the agreed substance misuse procedure which all staff are made aware of.

### **Alcohol**

The possession and use of alcohol on school premises during the working day is prohibited for all members of the school community. The Head teacher must be consulted and permission obtained before any function or event is arranged where alcohol will be consumed. This is left to the discretion of the Head teacher. The school recognises that it is an offence under the licensing act 1964 to sell alcohol without a license. Incidents involving people under the influence of alcohol will be reported to the Head teacher or a member of the leadership team who will refer to the Serious Incident Report.

### **Tobacco**

The school operates a no smoking policy at all times throughout the building and grounds. This policy applies to pupils, employees, parents and visitors. Incidents involving people using tobacco will be reported to the Head teacher or a member of the leadership team who will refer to the Serious Incident Report.

### **Medication**

See 'Administering Medicines Policy'.

### **Dealing with Drug Incidents**

Each incident will be considered on its own merits and the following priorities will be considered:

1. The immediate health and safety of all members of the school community
2. Supportive responses to any individuals or groups within the school who need them, as highlighted by the incident.
3. Consider transgressions of school rules and assess the need for punitive responses.
4. Review drugs policy if current protocols were found to be inadequate.

### **Intoxicated Parents/Carers**

When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, schools might wish to discuss with the parent/carer if alternative arrangements could be made, for example asking another

parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour. Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police.

Signed by .....

Date: .....

Chair of Governors

Review Date:.....