



# **Stebbing Primary School**

## **PSHE Policy**

### **Personal, Social, Health and Economic Education**

Created/updated May 2022  
Ratified by Governing Body June 2022  
Due for review Summer 2025

## **Introductory statement**

Personal, Social, Health and Economic Education (PSHE Education) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth and equip them with an emotional literacy in order to overcome challenges they will face in everyday life. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through the Healthy Schools and School Council Programmes.

## **Aims**

The aims of PSHE and citizenship are to enable the children to:-

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Learn how to manage money
- Recognise their strengths and what they would like to achieve in the future.
- Have respect for the local and wider environment
- Gain an understanding of the Great British Values.
- Understand what makes for good relationships with others
- Have respect for others regardless of race, gender and mental and physical disability
- Be independent and responsible members of the school and local community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community

## **Framework**

The Government's PSHE education review concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. The DfE has however stated as part of its national curriculum framework that *'All schools should make provision for PSHE education, drawing on good practice'*.

*(PSHE Association website)*

As a school we have taken guidance and information from a number of sources. We have used the programme of study devised by The PSHE Association. This is based on the needs of today's pupils. The programme of study identifies the key concepts and skills that underpin PSHE education and help us as a school fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. The programme of study will be taught discretely through PSHE Education lessons by following the core themes detailed below:

- Health and Wellbeing
- Living in the wider world
- Relationships
- Sex and Relationships Education

## **Teaching and learning**

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. PSHE will be provided in a variety of ways to reflect the age of the pupils, ensuring a whole school approach to the subject.

There are regular specific curriculum sessions in order to develop themes and share ideas. As well as these sessions there are further opportunities within the school community to continually

develop an understanding of the core themes. The teaching of PSHE Education is also carefully interwoven into other subjects, and cross-curricular links are developed where possible.

For example:

- During collective worship
- Residential visits
- Enrichment afternoon
- Special activities
- Community month
- School Council projects
- Pupil conferences and workshops with other schools
- Further cross-curricular links - e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- Activities as part of groups, classes or the whole school e.g. community projects, school productions, assemblies for parents and friends, celebration assembly and annual residential trips for year 6 pupils.
- Opportunities at playtime and lunchtime exist for playing co-operatively using play equipment.

### **Drugs & alcohol**

For the purposes of this policy, “drugs” and “substances” refer to drugs that are legal, such as tobacco, alcohol and solvents, over the counter and prescribed drugs and illegal drugs such as: cannabis, ecstasy and heroin.

We have a duty to ensure that this school is free from the misuse of illegal drugs such as cannabis, ecstasy, heroin, cocaine, LSD and free from the misuse of legal drugs such as alcohol, tobacco, solvents, over the counter drugs and prescribed drugs.

We will only allow legal drugs for use in school when they are medicines prescribed by a pupil’s GP. Please see the policy Administering Medicines.

When dealing with a drug-related incident all staff will be trained to deal with this using our Safeguarding procedures.

### **Relationship to PSHE in the curriculum and how Drugs Education will be taught**

Drugs education forms part of our Personal, Social and Health Education programme. This means that drugs education will be taught as part of a range of subject areas including: sex education, healthy eating and feelings. It will be taught as a discrete unit of work, but at times it may be taught as part of a link to another area e.g. when exploring peer pressure or health in general. Drugs education may also be addressed as part of cross-curricular work, say in English, science, PE, design and technology and RE.

### **Aims of our Drugs Education:**

- To enable pupils to make healthy choices by increasing knowledge, exploring their own and other people’s attitudes and developing and practising skills
- To promote positive attitudes towards healthy lifestyles
- To provide accurate information about substances
- To increase understanding about the implications and possible consequences of use and misuse
- To encourage an understanding for those experiencing substance abuse
- To widen understanding about related health and social issues, e.g. crime, HIV and AIDS
- To seek to minimise the risks that users and potential users face
- To enable young people to identify sources of appropriate personal support

## Outside agencies

We will actively cooperate with other agencies such as community police, social services, the LA and health and drug agencies to deliver our commitment to drugs education. Where possible and appropriate we will use visitors from the agencies to reinforce the objectives in our scheme of work. We will do our best to keep up to date with the work of outside agencies to ensure our policy and scheme of work are kept up to date and relevant.

## Procedure

<b>Role of the Governing Body</b>	Appoint a member of staff to be the Coordinator for Drugs and Other Substances; the nominated child protection governor to visit the school regularly, to liaise with the coordinator and to report back to the GB; delegated to the Headteacher: the duty of imposing sanctions when dealing with a drug related incident
<b>Role of the Headteacher</b>	Implement the policy; ensure the drugs education programme is in place; ensure pupils are aware of this policy and its sanctions; liaise with parents and external agencies; ensure training, where relevant, is planned and delivered; monitor the policy
<b>Role of the Coordinator</b>	Coordinate the drugs education programme; provide guidance and support to all staff; provide training in handling incidents; keep up to date with new developments and resources; liaise with external agencies; organise awareness raising sessions for parents; liaise with the Headteacher and nominated governor; review and monitor; annually report to the GB on the success and development of this policy
<b>Role of Parents</b>	Attend awareness raising sessions organised by the school about its drugs policy and the drugs education programme; share any concerns they have with the school; make their children aware of the implications of drugs misuse

<b>Dealing with Incidents involving the Misuse of Drugs</b>	<p>Staff must report all incidents of drugs misuse or suspected misuse to the Headteacher or the Coordinator for Drugs and Other Substances.</p> <p>Each drug incident is treated individually and an appropriate course of action is decided with regard to:</p> <ul style="list-style-type: none"> <li>the circumstances of the case;</li> <li>the interests of the pupil</li> </ul> <p>The Headteacher will contact the parents/carers and will consider:</p> <ul style="list-style-type: none"> <li>exclusion of the pupil;</li> <li>counselling and support for the pupil;</li> <li>referral to social services;</li> <li>seeking support from Healthy Schools association</li> <li>referral to the police</li> </ul> <p>Drugs found on the school premises will be handed to the police. Alcohol or tobacco confiscated from pupils will be collected by parents/carers</p>
<b>Monitoring the Effectiveness of the Policy</b>	<p>The effectiveness of this policy will be reviewed every 3 years, or when the need arises, and the necessary recommendations for improvement will be made to the governors.</p>

### Equality of Opportunity

We teach PSHE Education to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

### Resources and Provision

A range of resources are available to assist with supporting and enhancing learning in PSHE Education. We also offer a range of intervention groups such as:

- Mentoring
- Forest School nurture group
- 6s and 7s and 9s,10s and 11s
- Yoga

### The National Healthy School Standard

We recognise the Healthy Schools Award as an effective vehicle to promote PSHE Education. It offers an integrated whole-school approach, set alongside nationally agreed criteria. It looks in further detail at health issues which may be relevant to the children now or in the future.

### Assessment, Recording and Reporting

Teachers assess the children's understanding by making judgements against the learning objectives as they observe them during lessons and through more structured observations and work completed. They will then use this information to update the assessment grids for each child at the end of each term. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

Where appropriate, pupils will record or investigate their work using a variety of mediums including books, internet, specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning and enquiry skills and assists in equipping them for

adult life.

We keep records of the contribution to the life of the school and community in photograph and video form. Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

### **Monitoring and Review**

The PSHE Subject Leader are responsible for monitoring the standards of children's work and the quality of learning and teaching. The Subject Leader supports colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This policy will be reviewed as part of our ongoing review cycle.

### **Involving parents and carers**

Parents are invited to school regularly. They are able to attend celebration assemblies, book looks after school and other special occasions. We use our Parent Forum as an opportunity to discuss changes and issues that arise in school and gain feedback from parents through regular surveys. Parent workshops are run regularly to ensure they are kept up-to-date with new initiatives and strategies used in school.

### **Further reading**

A whole school approach is used to implement the framework. This policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development including our Discipline and Behaviour Policy, Relationships and Sexuality Education Policy, Equal Opportunities Policy and Race Equality Policy, Child Protection Policy, Anti-bullying Policy, Drug Education Policy and E-Safety Policy .

This policy can be accessed by visiting the school's website: [www.stebbingprimary.co.uk](http://www.stebbingprimary.co.uk)