

Sherwood Primary School

Policy for PSHE including
Relationships and Drug
Education



October 2021

Sherwood Primary School

PSHE Policy



Sherwood Curriculum Rationale

At Sherwood, we aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventurous
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

Purpose of PSHE

Personal, Health and Social Education underpins life at Sherwood 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 Curriculum 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.

Aims

Aims of PSHE Education at Sherwood Primary School, Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. In order to prepare young children for their future, it is vital that they are equipped with the skills that will enable them to become informed and independent citizens.

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive, healthy relationships and respect for others;
- To develop a resilient Growth Mind-set;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle, both physically and mentally;
- To develop online and offline safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social situations;
- To form good relationships with other members of the school and the wider community;
- To understand the role of the family in their own development.

Organisation

Work in PSHE is planned using the Programme of Study set out by the PSHE association. The PSHE Programme of Study was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs. The programme of study also encompasses Relationships and Drug education.

The programme of study includes three core themes:

- **Health and Wellbeing**
- **Relationships**
- **Living in the Wider World**

PSHE content is delivered in a variety of different ways:

- Discreet Curriculum time;
- 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;
- Planned learning will be recorded on weekly or daily plans.

We teach PSHE in a variety of ways. For example, when dealing with issues in drugs education, we teach PSHE as a discrete subject. On other occasions, we introduce PSHE topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths.

There is a large overlap between the programme of study from religious education and the aims of PSHE we deliver a considerable amount of PSHE and Citizenship through our religious education lessons and as part of assemblies. We also develop PSHE through various activities and whole school events, e.g. The School Council representatives from each class meet regularly to discuss school matters. We are committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all.

Foundation Stage

Children will be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn.

Personal, Social and Emotional Development is made up of the following aspects:

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group; will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do and don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and other's behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Making Relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Physical Development includes:

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Key Stage 1 & 2

In KS1 & 2 we use the programme of study for PSHE from the PSHE Association as a basis for our planning. The overarching concepts, essential skills and attributes developed through PSHE education (PSHE Association January 2017) are:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

9. **Career** (including enterprise, employability and economic understanding)

Relationships Education

Relationships Education (RE) forms an integral and statutory part of the PSHE Association Programme of Study. To ensure effective provision, the new compulsory elements of PSHE are integrated within a broader PSHE education programme, which includes comprehensive coverage of economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing both negative and positive risk.

School has actively sought the views of parents, with regard to RE. Initially through the form of an online questionnaire and then this being followed up with an informal meeting with the Headteacher, PSHE Subject Leader and Religious Education Subject Leader. The outcomes of which were shared with all parents via the school website. Throughout this process, school ensured that it was sensitive to the range of religious and cultural views about relationships education whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Details of the specific elements of RE to be taught in each year group can be found within the Year Group Curriculum booklets and also within the RE Curriculum section of the school's website.

Drugs Education

We are committed to investing in our pupil's health and wellbeing, because we believe doing so will assist the process of raising their achievements. Drugs education is an important issue that is both essential and relevant to children in the real world. Through our approaches to drugs education we are seeking to develop and enhance life skills that can be built on and which will help them in the future.

In developing our policy and programme of study we have taken full account of the DfES guidance contained in 'Guidance for schools' (2004) and the Quality Standard for Drugs Education.

Therefore, this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

For the purpose of this policy and our drugs education programme, drugs are defined as: *a substance people take to change the way they think, feel or*

behave. Our school uses the term 'drug' to include, caffeine, alcohol, tobacco, medicines and illegal drugs.

Drugs Education is an integral part of PSHE Education and should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle.

Assessment and Record Keeping Procedures

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this. Each cohort of children has a PSHE Floor book, which contains a reflection of their journey in PSHE from EYFS to Year 6. These are updated half-termly by the member of staff responsible for delivering PSHE within each year group.

Assessment allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.

Special Educational Needs and Disability

The children with Special Educational Needs will have access to the full PSHE curriculum. Children of all abilities are able to access the PSHE Education curriculum through the nature of the multi-sensory approach to teaching and learning that the PSHE curriculum lends itself to. Individual teachers differentiate activities and resources to cater for individual needs.

Equal Opportunities

All teaching and non-teaching staff at Sherwood Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school.

PSHE education can help school to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve

Links with other areas of the curriculum

PSHE Education has links with other areas of the curriculum including English, Computing, History, Geography and Art. Drugs Education and Relationships Education are incorporated into the PSHE Education curriculum and taught using the spiral curriculum approach outlined by the PSHE Association.

Spiritual, Moral, Social and Cultural Development

The 1988 Education Reform Act requires schools to 'promote the spiritual, moral and cultural development of pupils at the school and in society' (paragraph 1:2) through the provision of a broad and balanced curriculum. Although schools are not specifically required to promote the social development of pupils, it is very much a feature of the life and work of pupils. At Sherwood Primary School, PSHE Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social and cultural development of our children.

The PSHE education delivered at Sherwood makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils, as Ofsted has set out.

Resources and Accommodation

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 a bank of resources that it uses and this is audited annually by the subject leader.

Role of the Subject Leader

The Subject Leader is responsible for helping staff to plan PSHE Education for a particular class or year group and monitoring and evaluating the provision for PSHE Education in the School. Monitoring and evaluation may take place by means of a number of methods including:

- Looking at children's work
- The analysis of teachers' planning as seen in Long- and Short-Term Plans
- Discussion among groups of staff or the whole staff
- Classroom observation
- External inspection and advice

The evaluation and review of the policy for PSHE Education and the Schemes of Work for PSHE Education takes place on an annual basis. The Subject Leader draws up an annual Action Plan for PSHE Education each year. This is in the same cycle as the School Development Plan and so planning is from the summer term to the following spring term. The Action Plan outlines what the Subject Leader plans to do in relation to the PSHE Education Policy, Scheme of Work, resources, monitoring of PSHE Education and includes a detailed budget plan.

The Subject Leader attends County INSET Courses for PSHE Education and then feeds back to other staff where appropriate.

The PSHE Education Subject Leader is responsible for maintaining PSHE resources, and for monitoring their use. Staff are asked to submit to the PSHE Education Subject Leader requests for any resources which they require to be added to the existing stock.

Monitoring and Evaluation

Monitoring and evaluation will be conducted according to the priority given to PSHE within the School Development Plan. The timescale involved in the evaluation may differ from year to year. Evaluation is most likely to be on an annual basis but will also have to take account of any changes in the Programme of Study for PSHE or any statutory changes.

Evaluation and review of the Policy for PSHE and any schemes of work will take place in line with the School Development Plan.

Links with other Policies

These may be read in conjunction with the PSHE Policy for further information.

- Safeguarding Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Behaviour Policy
- Teaching and Learning Policy
- Anti-bullying policy
- PSHE Education Programme of Study PSHE Association

Approval

Approval date: October 2021

Review date: October 2024

Signed (Headteacher):

Signed (On behalf of the Governing Body):