



POLICY FOR PSHE INCLUDING RELATIONSHIPS AND SEX EDUCATION AND DRUG EDUCATION

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Policy for PSHE including Relationships and Sex Education and Drug Education

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 Holmleigh 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 and prepare to play an active role as citizens. Our PSHE curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupils' spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

Our PSHE curriculum is based on SEALGD. SEAL-Social and Emotional Aspects of Learning- is an umbrella term that teaches the social and emotional skills that children need to develop effectively.

These skills all underpin effective learning and can have lifelong benefits. SEAL aims to develop domains based on Daniel Goleman's work on Emotional Intelligence, self-awareness, empathy, social skills, managing feeling and motivation. The GD (Global Dimensions) explores what connects us to the world. It enables learners to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world.

Our aims

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

Long term planning and planning for assemblies will be prepared by Margaret-Mary Boateng and made available to staff on our **Shared drive**. Planned learning for each class will be recorded on teachers' weekly plans.

Who is responsible for co-ordinating the subject?

Margaret- Mary Boateng is the PSHE Lead with the Healthy Schools team which encompasses PSHE, SEAL, Safe guarding, PE, Science and other aspects of healthy schools.

How it will be organised and covered

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

- Discreet curriculum time
- Whole school assemblies, class assemblies, class discussions and circle time
- Roots of Empathy project (Year 5)
- Active Citizenship project (Year 6)
- 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, theatre groups, work with Young Hackney Young Citizens Project, London Fire Brigade and NSPCC

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 in conjunction with the Early Learning Goals.
- In KS1 and KS2, teachers will use the long term planning overviews, learning objectives from weekly assemblies and lesson ideas available on the **Shared Drive** to plan for their class. 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.
- 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 assemblies and discreet lessons.

Resources Used

The resources used are:

- age appropriate,
- non-discriminatory and in accordance 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 long term planning document which outlines termly objectives. These are added to as teachers develop teaching and learning ideas. These are on the **Shared Drive**.

Staff Professional Development

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 LEA meetings. The school makes use of appropriate school based INSET or external CPD opportunities. We encourage peer observation and peer support to offer further CPD opportunities.

Assessment and Reporting on Learning

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject.

Learning in PSHE education should be assessed for several reasons:

- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.
- It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.

MODEL FOR ASSESSMENT IN A LESSON OR SERIES OF LESSONS

PSHE Association



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AFL)

Build AFL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

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

Teachers will use baseline assessments, assessment for learning (AFL) and assessment of learning (AOL) as described in the model for assessment guidelines provided by the PSHE Association

- PSHE is reported to parents in the end of year reports.

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 are 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. Teachers use summative and formative assessment to record information and report these findings through conversations and end of year reports in conjunction with the QCA End of Key Stage Statements for PSHE and Citizenship.

Links to Pastoral Systems

The first line of pastoral response is in the classroom with the class team; both teacher and teaching assistants. Staff are encouraged to provide social and emotional support to the children 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 is developing an effective nurture room, called the Feel Good Friday 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.

Parents have close relationships with the school and the open door policy ensures that parents are able to share relevant information which may be affecting children's personal, social and emotional behaviour.

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 settings and what will be dealt with on an individual basis.

Group Agreements and Distancing Techniques

- Pupils will be given preparation time 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 in whole class sessions
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- 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 safeguarding lead and Head teacher and the usual child protection procedures followed.

Working with Outside Agencies.

When other agencies are used, such as Young Hackney, NSPCC and Young Citizens, discussions will take place beforehand to ensure that the visiting agency's values are in line with the schools and that they are aware of the school's policies.

Prior to agencies visiting the school, relevant staff will ensure that:

- appropriate checks (DBS) have been made
- their input is integrated within a planned programme
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- confirmation of dates and times have been confirmed in writing
- an evaluation process has been agreed.

At Holmleigh Primary School, all community based agencies that visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children/young people in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children/young people actively and communicate at appropriate levels for the age group concerned.
- Make clear to children/young people who they are, who they represent and what their aim and objectives are.
- Communicate with children/young people using an open and non-judgemental approach, avoiding any hidden agenda to influence.

Links with Other Policies

This policy has links to Health and Safety Policy, Equal Opportunities Policy, Child Protection Policy, SEND Policy, P.E Policy and the Confidentiality Policy.

Dissemination

All new staff can access this policy via the **Shared Drive** on the school network upon induction. The policy is easily accessible to all staff. Key aspects of this policy will be shared

in the Parents Handbook. The policy can also be found on the school website. Pupils learn about the Policy through discussions with teachers and assemblies.

Monitoring and Evaluation

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The PSHE / SRE Governor will feedback at Full Governing Body Meeting and the Headteacher will feedback to governors through the Headteacher's Report. This policy will be reviewed by the governing body annually or earlier if it is considered necessary.

Relationships and Sex Education

'Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.' DfES 2019

At Holmleigh Primary School, we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. RSE will become statutory in all schools from September 2020. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

At Holmleigh Primary School, Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and complement those of the science curriculum.

We believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership and safeguarding. Relationships and Sex Education begins informally in the home with parents and carers long before any formal education takes place at school.

Our Aims

The aims of Relationships and Sex education (RSE) at Holmleigh Primary School are:

- To provide a framework in which sensitive discussions can take place
- To help pupils to develop confidence and self-esteem to value themselves and others and to be resilient
- To enable pupils to understand the range of relationships, including the importance of family for the care and support of children
- To help pupils to develop confidence in talking, listening and thinking about feelings and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To create a positive culture around issues of sexuality and relationships
- To help pupils to understand the consequences of their actions and behave responsibly within relationships
- To enable pupils to recognise unsafe situations and be able to protect themselves and ask for help and support
- To enable pupils to understand the role the media plays in forming attitudes
- To enable pupils understand how safe routines can reduce the spread of viruses including HIV

By the end of KS2 pupils will:

- Understand and respect the differences and similarities between people
- Be clear on the importance of kindness, respect, honesty, truthfulness, permission seeking and giving, and the concept of personal privacy
- Understand what friendship is, what family means and who the people are who can support them
- Recognise different types of relationships (including those online), including those between acquaintances, friends, relatives and families
- Recognise ways in which relationships (including those online) can be unhealthy and whom to talk to if they need support
- Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise

- Develop confidence, perseverance and resilience

- Understand the importance of positive emotional and mental wellbeing, including how friendships can support mental wellbeing

- Understand personal boundaries, that they have rights over their bodies and to know how to report concerns and seek advice when they suspect or know that something is wrong

- Recognise that they share responsibility for keeping themselves and others safe when they say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’

Who is Responsible for Providing RSE?

Governors working with the Headteacher are responsible for meeting statutory requirements in SRE.

The teaching of SRE will be provided by class teachers within the context of trusted relationships and the teaching for learning in SRE will be monitored and evaluated by the Healthy Schools and PSHE leader, Margaret-Mary Boateng. This will then be feedback to the SRE Governor.

How is SRE taught?

At Holmleigh Primary School, we follow The Christopher Winter Project scheme of work (Teaching SRE with Confidence in Primary Schools). CWP have been awarded the Pamela Sheridan Award for Excellence in recognition of their pioneering professional development programme in relationships and sex education. CWP’s success is based on a thorough understanding of what constitutes effective RSE for both teachers and pupils. All CWP lessons have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE.

We have also chosen to use lesson plans from Kapow Primary, an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

Teachers follow the schemes of work for Years R – 6 as outlined in the appendix.

Organisation and Planning

Teachers will follow the schemes of work for Years R – 6 based on Christopher Winter Project.

Planning will be made available to staff on our **Shared drive**. Planned learning for each class will be recorded on teachers’ weekly plans.

Parents' Right to Withdraw their Children

Parents have the right to withdraw their children from the non-statutory components of RSE. Parents will be invited to see the planned programme of learning for SRE including the videos and activities on offer before it is taught to the children. Parents will be encouraged to talk to the class teacher about the teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Headteacher. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSE policy will be shared with any parents who wish to withdraw their child.

Training

Training is provided on the delivery of RSE as part of our induction and it is included in our continuing professional development calendar.

The Headteacher and PSHE co-ordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Assessment and Reporting on Learning

As with the other aspects to PSHE, the delivery of RSE is monitored by the PSHE Lead, Margaret-Mary Boateng. Monitoring arrangements will consist of planning and book scrutinies, learning walks and pupil voice.

Pupils' development in RSE will be monitored by class teachers as part of our internal assessment systems using baseline assessments, assessment for learning (AFL) and assessment of learning (AOL) as described in the model for assessment guidelines provided by the PSHE Association.

This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the headteacher.

Appendix: RSE scheme of work for Years Reception – Year 6

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| Reception Family and Friendship Lesson 1: Caring Friendships Lesson 2: Being kind Lesson 3: Families | Year 1 Growing and Caring For Ourselves Lesson1: Different friends Lesson2: Growing&Changing Lesson3: Families and Care | Year 2 Differences Lesson 1: Differences Lesson 2: Male & female animals Lesson 3: Naming body parts |
| Year 3 Valuing Difference and Keeping Safe Lesson 1: Body Differences Lesson 2: Personal Space Lesson 3: Help and Support | Year 4 Growing Up Lesson 1: Changes Lesson 2: What is puberty? Lesson 3: Healthy Relationships | Year 5 Puberty Lesson 1: Talking about puberty Lesson 2: The Reproductive System Lesson 3: Help and Support |
| Year 6 Puberty, Relationships&Reproduction Lesson 1: Puberty&Reproduction Lesson 2: Communication in Relationships | Additional Resources for Years 5&6 Unit 1: FGM Unit 2: Respect & Equality | |

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| Lesson 3: Families, Conception & Pregnancies Lesson 4: Online Relationships | |
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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 on Drugs, Health, and the Needs of Pupils

- Holmleigh Primary School condones neither the misuse of drugs, tobacco and alcohol nor the illegal supply of these substances by members of the school.
- Holmleigh Primary School is committed to the health and safety of its members and will take action to safeguard their wellbeing.
- Holmleigh Primary School actively acknowledges its role in supporting and promoting healthy living. Through our ethos and practice we will teach and encourage children to recognise and make good choices.
- Holmleigh Primary School understands the importance of its pastoral role in the welfare of young people.

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 recognizes 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 Senior 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 Senior Leadership Team who will refer to the Serious Incident Report.

Medication

The school recognizes that there may be instances when drugs are legitimately on school premises. Some pupils may require medicines during the day that have been prescribed for their medical condition. These need to be administered by pupils or a member of the school admin team, unless otherwise agreed with the Head teacher. These prescribed medicines will be kept in school office. Asthma inhalers and other prescribed medicines are kept in a clearly named box a cupboard in the school office.

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 disposition. 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.

Intoxicated Pupils

• In the unlikely event of a pupil being intoxicated by drugs, alcohol or volatile substances on the school premises, the welfare of the pupil is our principle concern. This means that administering first aid and summoning the emergency services will be the first priority should there be need to do so. In cases of unconsciousness, an ambulance should always be called and the pupil moved into the recovery position. Parents should also be notified immediately. In cases of intoxication that do not pose an immediate danger to the pupil or others (for example minimal intoxication from alcohol or cannabis), and provided that it does not conflict with the best interests of the pupil, parents will be notified and asked to come into school to collect their child. If parents are unable or unwilling to do this the school will instead manage the situation in the best way possible. This will usually involve separating the pupil from others and giving one to one teaching in a calm environment while the pupil's condition is monitored. Intoxication or possession of drugs or alcohol in school is seen as indicative of possible serious issues requiring specialist intervention or child protection proceedings, and the school will always investigate this and respond accordingly. Staff will seek advice in cases where there is uncertainty. The pupil's welfare will always be the overriding priority.

Discovery of Drugs or Paraphernalia Including Needles

•For syringes/needles which constitute a hazard to health and safety when found on school grounds: the item must not be touched or moved; all children should be removed completely from the vicinity and the syringe/needle should be cordoned off as well as you are able (e.g. placing a bucket over the item). A member of staff should guard the item to prevent anybody coming into contact with it. Staff should not under any circumstances attempt to dispose of the item themselves. It will then be arranged for the caretaker to remove the item and place it in a 'sharps' box. If such drug paraphernalia is repeatedly found on school grounds the police should be informed so that they may attempt to discourage drugs-users from trespassing on school grounds when the school is closed. If a pupil is found with illegal drugs in school the police must always be informed. They will then arrange for appropriate disposal of any substances and will decide if any legal action is to be taken. As with intoxicated pupils (discussed above), possession of illegal substances can be indicative of a drug problem.

Involvement of Parents and Carers

The Head teacher will inform parents and carers of any drug incidents. Provided this does not compromise the health and well-being of the child.

Involving the Police

The police will always need to be involved in any incidents involving illegal drugs.