



Personal Social Health and Economic education including Drug Education

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Policy for Personal Social Health and Economic education including Drug Education

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

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

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools". DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers June 2019

Policy for Personal Social Health and Economic education and Drug Education

School Name: Springfields First School

Policy Approved by: Mrs A Bagnall

Date of Policy: November 2021

Review Date: November 2023

	Member of staff responsible	Governor
PSHE education	A Bagnall and E Bell	
RSE	A Bagnall and E Bell	

Context

Springfields First School is a successful school situated in a semi-rural area of Stone, Staffordshire with 179 pupils on roll in main school and 25 pupils (3-4yrs) in Springfields Pre School. It was awarded 'Outstanding' by OFSTED in May 2008 and November 2009. The school roll has increased gradually year on year for the past eight years. The school is part of the wider Stone Pyramid of First, Middle and High School group.

The school population is predominantly white British (89.95%). The school deprivation indicator is well below national average with the proportion of pupils eligible for Free School Meals (13.4%) is below national figures (20.8%). The percentage of pupils with SEN support (14.5%) has increased in recent years and is now above the national average (12.8%). Attendance is good across all groups within school (95.3%).

The Developmental Process

The policy has been drawn up in consultation with:

- Governors
- Headteacher
- Subject Coordinator
- Teaching staff
- Non-teaching staff
- Parents/carers

The PSHE education Policy encompasses the following policies:

- Drug Education

Other relevant school policies are:

- Safeguarding Policy
- Behaviour Policy
- Equality Policy
- Anti-Bullying Policy
- Health and Safety Policy
- RSE Policy

Aims for PSHE education

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

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

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

Learning at Springfields

Through our creative curriculum, we aim to equip each child with the skills they need for lifelong learning. We aim to develop happy children who love learning, behave appropriately and are proud of their achievements. We believe that learning should be fun, purposeful and challenging.

We believe that strong partnerships with individual children, the whole class, our colleagues, with governors and parents will lead to effective teaching, high standards and successful learning.

Through positive attitudes we can develop the whole child meeting individual needs: emotional, social and educational. We provide a safe and inclusive environment where diversity is celebrated.

Children educated at Springfields First School will be tolerant, resilient and confident. The school works in close partnership with the community to develop future citizens who will lead happy, rewarding lives and be prepared for what tomorrow brings.

PSHE at Springfields- Our Intent

The Springfields First School PSHE curriculum allows all children to build resilience, develop interpersonal skills and become creative, critical thinkers. Our children acquire a growth mindset through exposure to purposeful and challenging learning opportunities.

We all celebrate diversity. Through displaying tolerance and a positive attitude, our children become well-rounded individuals with an awareness of their own personal and social development.

We work in close partnership with our community to develop future citizens, who will become healthy, independent and responsible members of society.

Children leave Springfields with a sense of belonging, where they have the confidence and skills to make decisions, self-evaluate and become lifelong learners.

Curriculum Organisation at Springfields

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

- Weekly timetabled PSHE lessons across the school (1 hour)
- Cross Curricular activities
- Agency/visitor input
- Enrichment opportunities
- Assemblies
- Displays
- Weekly Picture News discussions in Key Stage Two

- Philosophy for Children (P4C) opportunities across the curriculum

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

Teaching and Learning

PSHE education is delivered in line with the school's teaching and learning policy. As PSHE education, perhaps more than any other subject, works within the real-life experiences of children and young people, it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

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

Curriculum Content

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

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

Details of the programmes of work, including resources, are given in Appendix 1.

Resources

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

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

Assessment, Recording and Reporting

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

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the school's assessment policy. In EYFS and Key Stage One, learning will be recorded in whole class floor books. As a child enters Key Stage Two, they will be provided with their own individual workbook.

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

SEND

Some children and young people will be more vulnerable than their peers e.g. non-attenders, SEND and children in care. Consideration must be taken before the lesson to the individual needs of each pupil. Where necessary, the teaching will be modified so that it is accessible to all.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE education by Senior Management and the co-ordinator. Monitoring will take place in accordance with the school's monitoring cycle. The co-ordinator will check that the whole school PSHE education objectives are met, standards of teaching and learning are achieved, there are adequate resources and that Schemes of Work are being taught appropriately. Consultation with staff, pupils, parents, governors and external agencies will take place on a regular basis.

External Agencies

The school leads the teaching of PSHE but outside visitors (e.g. NSPCC) also have a role to support learning.

Safeguarding

Teachers and other adults involved in PSHE education will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is available from the school's designated teacher for safeguarding who is Mrs Alison Bagnall. Where an adult believes a child may be at risk, the designated teacher must be consulted before any further action is taken.

Pastoral Support

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

The teaching assistant with responsibility for pastoral support is trained to deliver The Hope Project. This project provides emotional support to individuals and through the delivery of nurture to groups of pupils.

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

Communication/Dissemination of the Policy

This policy document is freely available on request to the entire school community. The policy will be disseminated in the following ways:

- A paper copy is available from the school office upon request
- A copy is available in the staffroom
- A copy can be found on the school website under the policy tab

Drug and Alcohol Education Policy including the Management of Drug Related Incidents - Appendix 1

Rationale

The definition of a drug given by the United Nations Office on Drugs and Crime is: *a substance people take to change the way they think, feel or behave.*

This includes:

- all legal drugs including alcohol, tobacco and volatile substances
- all over the counter and prescription medicines
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- New Psychoactive Substances (NPS) - previously referred to as "Legal" Highs - which are created by slightly tweaking the molecular structure of existing illegal drugs, like ecstasy. The Psychoactive Substances Act 2016 came into force on 26 May 2016, making it illegal to produce, supply, import or export a psychoactive substance that is likely to be used to get high.

Drug education is a statutory part of Health Education as of September 2020 for all children and young people and is supported by Section 351 of the Education Act 1996 which requires every school, including Pupil Referral Units, to provide a balanced curriculum which:

- Promotes the spiritual, moral cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experience of adult life.

Drug education should be delivered through well planned PSHE education and Citizenship provision.

Aim

To give children and young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives.

Objectives

Drug and alcohol education:

1. Increases children and young people's **knowledge** and understanding and clarifies misconceptions about:
 - the short 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
2. Develops children and young people's personal and social **skills** to make informed decisions 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
3. Enables children and young people to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Curriculum Content

The teaching of drugs and alcohol education is covered within the PSHE curriculum delivered in at Springfields First School.

Details of the programmes of work including resources are given in Appendix 1.

SEND

Some children and young people will be more vulnerable than their peers e.g. non-attenders, SEND, children in care and those whose parents misuse drugs or alcohol. Consideration must be taken, before the lesson, to the individual needs of each pupil. Where necessary, the teaching will be modified so that it is accessible to all.

Medicines

At Springfields First School, only prescribed medicines will be administered. These must have the prescription label attached with the child's name printed on it. Mrs Alison Bagnall and Mrs Emma Goodfellow are authorised to administer prescribed medicines.

Dealing with drug and alcohol related incidents

The possession, use or supply of illegal and other unauthorised drugs (as designated by the Headteacher) by anybody within school boundaries is unacceptable. This includes tobacco, alcohol and illegal/unauthorised drugs.

Drug incidents could involve: suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs.

The physical boundaries of the school define the extent of the school premises during the school day and the school term. But school rules and expectations of behaviour extend further if children and young people visit a library, for example.

School boundaries also extend to include school trips and clear guidance to staff is given about their supervisory responsibilities. It is made clear to children and young people that school rules still apply if they leave the school. Staff are made aware of any controls on their own drug use (e.g. of alcohol, tobacco and medicines) when on duty.

Schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may be counter-productive for the school and wider community. The police should, however, be involved in the disposal of suspected illegal drugs.

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug, providing that all

reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

Needles and syringes found within school boundaries will be dealt with in accordance with guidelines produced by Staffordshire County Council Health and Safety Team.

Searches

In responding to drug incidents, the primary concern of the school is the care and welfare of children and young people. In cases of a medical emergency, the school will act promptly to ensure the safety and wellbeing of the child, young person and the school community.

Any incident involving the misuse of drugs will take into account:

- The age and maturity of the child/young person
- What the child/young person has to say
- The means by which the substance was acquired
- The intention of the child/young person and the circumstances of the incident
- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the child/young person
- Action being taken through the criminal justice system
- The availability of support for the children and young people and family from other agencies

The school seeks to work in partnership with governors and parents to provide effective drug and alcohol education and support for children and young people. Parents need to know that the school's drug and alcohol education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures.