

Personal, Social, Health, Citizenship and Economic Education

(PSHCE) Policy

including

Drugs and Alcohol
Policy



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Chair of Governor: Dr Holmes

Approved by: FGB Committee

Approved on: Autumn Term 2020 by FGB

Review Date: Spring Term Two 2022 by Standards

Other relevant policies:

Science curriculum, Relationships and Sex Education (RSE), Teaching and Learning Policy, Equal Opportunities Policy, Confidentiality policy, safeguarding policy, SEND policy, E-safety policy, Anti-bullying and Hate policy

As a Church school we identify Christian Values that underpin the whole school and the wider community. These values inform our school's vision, aims and ethos. The values that relate particularly to this policy are trust, respect, compassion, forgiveness, justice, generosity, and friendship.

Rational

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHCE curriculum:

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

The DfEs most recent PSHCE education review has proposed that schools are required to teach relationships education at primary school, relationships and sex education at secondary school and health education at all state-funded schools, from September 2020. The current sex and relationships education statutory guidance includes personal, social, health and economic education (PSHCE). These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.

This policy covers the elements of PSHCE that do not fall under the scope of the new RSE (Relationships and Sex Education) statutory guidance.

The DfE specifies as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHCE), drawing on good practice'. The review also detailed:

"PSHCE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHCE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This PSHCE policy is informed by existing DfE guidance on **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to these documents:

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

At Amberley Parochial we use The Pink Safeguarding Curriculum, as recommended by the Gloucestershire Healthy Living and Learning team.

Aims

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning intentions:

PSHCE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Curriculum Content

The Pink Curriculum covers all areas of PSHCE for the primary phase. Each teacher designs the order of their programme of study around the needs of the children and the topics that will be covered during the academic year, so as to make the best links and valuable learning experiences.

Curriculum Impact

The children will become reflective, independent and aspirational citizens who understand the impact of the choices they make on themselves, their community and the wider world. They will enjoy learning about themselves, and see PSHE as a subject that actively supports their development.

Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education key questions for each year group.

Year Group	Key Questions
R	<ul style="list-style-type: none">• How do we keep ourselves safe?• When is it safe or not safe to take medicine?
1/2	<ul style="list-style-type: none">• What is a medicine?• When can medicines be helpful and when can they be harmful?• Who takes responsibility for medicines when we're younger?• How do I recognise when something could be harmful?• What could I do if I think something is not safe?
3/4	<ul style="list-style-type: none">• What is a drug?• Are all drugs medicines?• What drugs have a non-medical use?• What does 'age-restricted' mean?• What does 'Smokefree' mean?• What laws encourage 'smokefree' environments?• What risks are there? What would someone need to know before they tried a legal / illegal drug (the risks)?• What drinks contain drugs? (eg caffeine/alcohol)• Is it normal for young people to use drugs?

5/6	<ul style="list-style-type: none"> • What does 'smoke free' mean? • What is a drug? • Why do we have laws that control drugs in this country and what they are? • Why are some drugs illegal and some legal? • What effects and risks do drugs have (including tobacco and alcohol – and volatile substances, if raised) • Is it normal for young people to use drugs? • Is drug use increasing or decreasing among young people? • Why do we sometimes take risks? • How do we keep safe around the home? • How do we keep ourselves safe outside?
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How is PSHCE organised in school?

PSHCE Education is taught through a series of key questions, in a comprehensive scheme of learning. It is taught alongside emotional literacy, social skills, spiritual development and values education. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

The Pink Safeguarding Curriculum covers the non-statutory national framework for PSHCE Education. Teaching units are regularly updated and enhanced to address children's needs today. The enhancements mean that the curriculum is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Differentiation/SEN

The Pink Safeguarding Curriculum is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each session to meet the needs of the children in their classes.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during PSHCE sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the discussion closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the confidentiality policy is followed and staff follow protocols set out for safeguarding.

Assessment, recording and tracking progress

Teachers will be eager to ensure children are making progress with their learning throughout their PSHCE coverage. Therefore, each unit contains key questions related to the topic. Tasks are set that offer a formal opportunity for teacher assessment, but also offer children the chance to assess their own learning and have a conversation with the teacher about their opinions.

It is envisaged that, at the beginning of a unit, children will be given the key questions that will be addressed, so that it is clear to them what they are aiming to achieve.

Children are given the opportunity at the end of sessions to make a judgement of their own understanding against the learning objective (WALT). After each assessment task, the teacher, using

a best-fit approach, decides whether the child is working at, towards or beyond the descriptors. These are recorded in the school online assessment tracking system.

The philosophy of PSHCE is that children are praised and their achievements recognised on an individual level. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Reporting to Parents/Carers

As there are no national level descriptors for PSHCE, each unit's key questions assessment task will assist the teacher in reporting meaningful learning progress to parents/carers at parents' evenings and in end of year reports.

Monitoring and evaluation

The PSHCE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

For example:

The Coram Life Education service

The school nurse

Emergency service officers

Theatre in Education services

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to our PSHCE programme. Their input is carefully planned and monitored so as to fit into and complement our teaching and the values and ethos of the school.

Teachers will ALWAYS be present during these sessions and remain responsible for the delivery of the PSHCE programme. All external contributors should be made aware of the confidentiality policy and necessary safeguarding arrangements.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every session. Teachers and children devise their own PSHCE time rules at the beginning of the year so that they have ownership of it. It is to include the aspects below:

The PSHCE Rules

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address

that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views elements of PSHCE related issues are varied. However, while personal views are respected, all related issues are taught without bias using the Pink safeguarding curriculum. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Officers if they are concerned.

Our school believes that PSHCE should meet the needs of all pupils, answer appropriate questions and offer support.

Involving parents and carers

At Amberley Parochial Primary School, we believe that it is important to have the support of parents, carers and the wider community for the PSHCE programme. Parents and carers are/will be given the opportunity to find out about and discuss the PSHCE programme through:

- * Parent/carer curriculum awareness sessions
- * Parents'/carers' evenings
- * Involvement in policy development
- * Involvement in curriculum development
- * Information leaflets/displays

Pupil Consultation:

Pupils are consulted on their own personal, social and citizenship development through a combination of discussion with individual classes and through the school council. They discuss what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people. These contributions are then developed this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. peer mentoring/buddying systems. As a school, we also take part in the Online Pupil Survey which provides us with valuable, confidential information about many issues facing our pupils in their everyday lives. This information is fed back to staff, who use it to target key areas of concern.

Training and support for staff

All staff benefit from PSHCE training in order to enhance their PSHCE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHCE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection officer who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.