



PSHE & Drug Education Policy

V.2

INTRODUCTION

At King Edwin School, we believe that PSHE and Drug Education enable children to become healthier, more independent and more 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 so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the election of the school council, as one example. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

PSHE and Drug Education is a planned, developmental programme of learning opportunities and experiences through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. We believe that the teaching of PSHE and Drug Education helps in many ways to meet the objectives set out in The Children's Act 2004 – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

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

AIMS

King Edwin has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions.
2. Encourage and support the development of social skills and social awareness.
3. Enable pupils to make sense of their own personal and social experiences.
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
5. Enable effective interpersonal relationships and develop a caring attitude towards others.
6. Encourage a caring attitude towards and responsibility for the environment.
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers.
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

PSHE AND DRUG EDUCATION IN THE CURRICULUM

At King Edwin Primary school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

What is being taught?

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage.

EYFS - THE FOUNDATION STAGE

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of units of learning as well as on an individual basis to develop personal skills such as dressing, feeding and

toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships.
2. Valuing Difference: a focus on respectful relationships and British values.
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment.
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal setting and achievement.
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Much of what we teach will be delivered through class discussion and will include time for personal reflection. Teaching is responsive to class and pupil needs and decisions may be taken to explore one aspect in greater depth, or move on, as dictated by the needs of the cohort. From whole class sessions, the Learning Mentor or teacher may follow up certain themes with individual pupils in more detail dependent on their need.

Whole school focus weeks or days will be adapted to meet the needs of each year group and to ensure coverage of the scheme of work. Some aspects of the programme may need to have parental approval and this is managed appropriately by each class teacher.

BEYOND THE CLASSROOM

At King Edwin School we consider the needs of our children in today's society. Although PSHE is a non-statutory subject; as a school, we still strongly understand its importance. We emphasise active learning by including the children in discussions, drama, investigations, problem-solving activities and the use of IT. We encourage the children to take part in a range of activities beyond the normal realms of the classroom that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or presentation) or involvement in helping other individuals or groups. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, fire fighters, whom we invite into school to talk about their role in creating a positive and supportive local community.

PSHE AND INCLUSION

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted, and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

ASSESSMENT FOR LEARNING

- Our teachers assess the children's work in PSHE by making informal judgements, as they observe the responses and interactions of a child.
- We do not set formal examinations in PSHE. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

DRUG EDUCATION

Our school uses the term 'drug' to include alcohol, tobacco, medicines, illegal drugs and other substances such as solvents. The school policy provides a clear picture of our approach to drug education, the management of drug-related incidents and support for pupils who have difficulties. It provides a secure framework within which school staff can work. We will ensure a balanced approach and promote healthy lifestyles. This will be delivered within the context of our PSHCE 'SCARF' programme and science curriculum. The policy takes full account of the DFE guidance. 'Drugs: Guidance for schools'.

Drug Education should enable pupils to develop their knowledge, skills attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating to their own and others actions.

Drug education at King Edwin School is delivered using a variety of teaching methods in a caring and safe environment where children's genuine questions and concerns can be sensitively addressed. Safe rules are set between teachers and children covering issues such as a person's right to privacy and respect, and the boundaries of discussion. Pupils are discouraged from revealing any personal information. Distancing techniques using third person case studies, role-play, depersonalised discussions and anonymous question boxes are some of the strategies used by staff.