



PSHE & Drug Education Policy

This policy was reviewed in June 2018 by:

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The policy was approved by the Governors on 19 July 2018

This policy is reviewed biennially

Date of next review: Autumn Term 2020

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. It is contained within a new scheme of work that was adopted in Spring 2018 (see below). 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

- To know and understand what is meant by a healthy lifestyle
- Develop skills to help children make informed decisions about drugs
- Increase knowledge and understanding about legal/illegal drugs
- To be aware of safety issues
- To understand what makes for good relationships with others
- To have respect for others
- To be thoughtful and responsible members of the school community
- To become active, positive members of our democratic society
- To develop self-confidence and self-esteem
- To make informed choices regarding personal and social issues
- To develop good relationships with other members of their community
- To explore a range of views, clarify attitudes and challenge stereotypes

PSHE AND DRUG EDUCATION IN THE CURRICULUM

PSHE respects and takes account of pupils' prior learning and experiences. Our teaching reflects the needs shared by all children and specific needs of pupils at King Edwin School. In 2018, our school adopted a new PSHE scheme of work 'You, Me, PSHE'. This provides our school with a clear and progressive PSHE & Drug Education curriculum which is used from Years one to six. We have divided PSHE into 7 separate strands:

- Sex and relationship education.
- Drug, alcohol and tobacco education.
- Physical health and wellbeing.
- Mental health and emotional wellbeing.
- Keeping safe and managing risk Careers.
- Financial capability & economic wellbeing.
- Identity, society and equality.

Within each strand, we have designed age appropriate topics for the different year groups. These themes are supported by a planned programme of assemblies that focus on our school values and other topics of interest.

At King Edwin School we will provide children with a range of experiences and opportunities that can enrich and broaden their learning in PSHE and Drug Education. There are occasions when we do teach PSHE as a discrete subject, for example when considering drug usage. Year 6 have specific DARE (Drug Abuse Resistance Education) sessions led by a police officer. On other occasions, we introduce PSHE topics through teaching in other subject areas such as Science.

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.

EYFS - THE FOUNDATION STAGE

We teach PSHE as an integral part of our topic work and in the Early Years Foundation Stage. We relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development. This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It develops respect for others, social competence and a positive disposition to learn.

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

We teach PSHE & Drug Education to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of all children. Where children have a specific special educational need this may lead to the creation of Structured Conversation with parents. When teaching PSHE, teachers take into account the targets set for the children, some of which targets may be directly related to PSHE and personal development of a child.

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.
- Our teachers record the achievements of pupils in PSHE and these are reported to parents within the annual report that is sent home in the summer term.
- 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 'You & Me' 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.