Personal, social and health education (PSHE) Policy

Approved: April 2025
To be reviewed: April 2026

Policy for PSHE including Drug Education

School context

Raddlebarn is a larger than average sized school. Children in our Early Years Foundation Stage are taught in a separate Nursery and two Reception classes. There are separate outside learning areas for the Nursery and Reception children. From Year 1 to Year 6, it is two form entry. We are part of a local group of schools which work together to provide extended services.

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.

Why it Should Be Taught

Personal, Health and Social Education underpins life at Raddlebarn Primary School and Nursery. 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. Our school's 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.

PSHE reinforces the School Aims:

- A thriving, purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning.
- A welcoming and open community where all those involved in the successful development of children, parents and families first, then school staff,

governors and other professionals, work closely together for school improvement.

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.
•Their 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

Who is responsible for coordinating the subject?
The PSHE coordinator is responsible for PSHE which also encompasses RHSE, SMSC and other aspects of healthy schools. The subject will also be monitored by the Senior Leadership Team (SLT).

How it will be organised and covered
P.S.H.E will be provided through:
•Discreet curriculum time
•Teaching through the wider curriculum
•Assemblies, class assemblies, class discussions and circle time
•Ensuring time is made within the curriculum to meet the needs of the children in order to respond to any issues that arise
•Extra-curricular activities e.g. health days, theatre groups, Children's Mental Health Week and Anti-Bullying week.

Provision Made for Children with Particular Needs
• Nurture Support for children - children have planned sessions where children access their learning in addition to developing their social skills, understanding their emotions and anger management with adult support and peer role-modelling
•Open door policy and regular contact with parents working in partnership with the school
•Child-led support profile
•Trusting relationships with the Senior Leadership Team and other members of staff enabling children to have choice and a variety of people to talk to
•Teaching assistant support enabling ongoing support in PSHE as needed
•Learning mentor

Teaching Methods and Approaches

- A comprehensive programme of PHSE Education is in place. It is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives – now and in the future. As part of a whole-school approach, PHSE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- Our PSHE Education is a whole school programme from Nursery to Year 6.

  We want all children:

  -To build their capacity for learning

  -To equip them for life
- The programme brings together PHSE, emotional literacy, mindfulness, social skills and spiritual development. It uses a variety of teaching strategies to encompass a range of preferred learning styles (class discussions, hot seating, sharing time, stories, responding to scenarios and role-play developing social, communication and problem-solving skills, exploring ideas and relationships, cooperating with others and working collaboratively in small groups).
- An essential part of the whole school approach is that all year groups work on the same theme at the same time. That means that it is linked with our school values and reinforced through our whole school ethos and assemblies so that the children are encouraged and supported to apply their learning into their everyday school life, behaviour and attitudes.
- 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.
- We allocate 30-60 minutes to PSHE each week in Key Stages 1 and 2 in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.
- There are six whole school themes.

Term	Unit	Content
Autumn 1:	Being Me in My World	a sense of belonging, welcoming others and being part of a school community, a wider community and a global community children's rights and responsibilities, working and socialising with others and pupil voice
Autumn 2:	Relationships	families, friendships, pets and animals, love and loss safeguarding/keeping children safe (cyber safety and social networking, attraction and assertiveness)

		dealing with conflict their own strengths and self-esteem roles and responsibilities in families, stereotypes
Spring 1:	Celebrating Difference	similarities and differences diversity (disability, racism, power, friendships and conflict) accepting everyone's right to 'difference' the concept of 'normal' bullying – what it is and what it isn't (including cyber and homophobic bullying)
Spring 2:	Dreams and Goals	thinking about hopes and dreams, goals for success, personal strengths, how to overcome challenges via team work skills and tasks enterprise and fundraising experiencing and managing feelings of pride, ambition, disappointment and success sharing the aspirations, dreams and goals of others in different cultures/countries and their dreams for the world
Summer 1:	Healthy Me	emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid)
Summer 2:	Changing Me	growing from young to old, becoming a teenager, assertiveness, self-respect, safeguarding self and body image, puberty, attraction and accepting change moving year groups/transition to secondary school life cycles and how babies are made and grow how people and bodies change

Each PHSE lesson is recorded in the class Reflection Book.

- Mindfulness is being able to observe your own thoughts and feelings as they happen applying no judgement. Our PHSE Education programme teaches the children to understand their thoughts and feelings helping to develop their awareness and their capacity to be mindful human beings. Learning is enhanced as emotions are regulated, behaviour managed and calmness created.
- Citizenship and SMSC is also addressed through the curriculum is mapped out on each year group's curriculum overviews.

Criteria for Resource Allocation

Resources are selected that are:

- age appropriate,
- non-discriminatory and
- in accord 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. Resources are added to as teachers develop teaching and learning ideas.

Staff Professional Development

Teachers training needs are determined at review meetings during the performance management cycle. Whole school training needs are planned into action plans. The school ensures they are kept informed of relevant changes to aspects of PSHE. They are encouraged to access appropriate school-based INSET or external CPD opportunities. We encourage peer observation and peer support from our leadership team to offer further CPD opportunities.

Equal Opportunities/Inclusivity

The school's PHSE policy and programme will reflect the ethos of the school, by providing a secure, non-judgmental environment in which to learn. All pupils will be treated equally, regardless of gender, race, disability, social background etc.

We teach PHSE to all pupils, whatever their ability and individual needs. PHSE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this through appropriate adaptations so that all children can access the learning.

Links to Pastoral Systems

The first line of pastoral response is in the classroom with the class team - both teacher and teaching assistants. Our school has an ethos where pastoral care and 'the whole child' are at its centre and staff are encouraged to provide social and emotional support to the children. Teachers use teaching assistant time flexibly so children's social and emotional needs are supported 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. 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.

Pupils' understand that we are caring school who will listen and know they can talk to a wide range of adults because all relationships are based on trust and mutual respect. Children feel secure in coming and talking to the Senior Leadership Team, middle leaders, teachers or teaching assistants when they need to talk. Parents have close relationships with the school and the open-

door policy ensures parents 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 setting and what will be dealt with on an individual basis.

Group Agreements and Distancing Techniques
• Pupils will be given preparation 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 as a whole class.
•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 Head teacher and the usual child protection/safeguarding procedures followed.

Links with Other Policies
This policy has links to Health and Safety Policy, Equal Opportunities Policy, Child Protection Policy, Safeguarding Policy, RHSE Policy, Drugs & Alcohol Policy and the Confidentiality Policy.

Dissemination

All new staff can access this policy upon induction. The policy is easily accessible to all staff. The policy can also be found on the school website. Pupils learn about the Policy through discussions with teachers and assemblies.

Monitoring and Evaluation

This policy will be reviewed by the PSHE coordinator and relevant senior leader annually, alongside the governing body where applicable.

Appendix Relating to Drugs Education (Alcohol, and Tobacco and volatile substances)

To Whom and Where the Policy Applies
This appendix and 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. See also Drugs and Alcohol Policy.

Staff with Key Responsibilities for Drugs Education
Head teacher, Deputy Head teacher, Leadership Team & PSHE coordinator.

The School's Stance Toward Drugs, Health, and the Needs of Pupils
•Raddlebarn Primary School and Nursery condones neither the misuse of drugs, tobacco and alcohol nor the illegal supply of these substances by members of the school.
•Raddlebarn Primary School and Nursery is committed to the health and safety of its members and will take action to safeguard their wellbeing.
•Raddlebarn Primary School and Nursery 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.
•Raddlebarn Primary School and Nursery understands the importance of its pastoral role in the welfare of young people and will continue to provide a supportive, open environment to encourage pupils in need of support to come forward.

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 – Advice for school DFE 2012

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 – Advice for school DFE 2012

Management of Drugs at School
All staff 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 recognises 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. Staff are not obliged to administer medicines. Asthma inhalers and Epi-pens are kept in clearly named bags in the classroom.

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.