



PSHE Education Policy
Incorporating:
Relationships and Sex Education
Drug, Alcohol and Tobacco
Education

Date: March 2018

1 Context and introduction

PSHE education is a central part of the curriculum at Downs Infant School as it enables our pupils to build healthy friendships and relationships and keep themselves safe now and in the future.

Our learning approach, which includes learning heroes that help pupils to develop and understand their learning skills, alongside our PSHE curriculum contributes to the wellbeing, safety and achievement of all pupils in this school.

We understand the importance of a PSHE curriculum that builds towards providing the best possible chance of preventing bullying, prejudice, substance misuse, sexual exploitation or unplanned teenage pregnancy in later life. Also, that it contributes to positive physical, emotional and mental health and healthy relationships.

This policy covers our school's approach to the personal, social, health and economic education (PSHE), meets the statutory requirement for a relationships and sex education (RSE) policy and our approach to Drug, Alcohol and Tobacco Education (DATE).

1.1 Definitions

Personal, Social, Health and Economic Education (PSHE education) is:

'...a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'

PSHE Association quoted in the PSHE Education Programme of Study for Brighton & Hove Schools, 2014.

PSHE education involves the development of knowledge and understanding, skills and provides opportunities to explore attitudes and values. It also includes relationships and sex education (RSE) and drug alcohol and tobacco education at an age appropriate level.

RSE is not a stand-alone subject but is firmly rooted in our schools PSHE framework. RSE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable, loving relationships (including marriage) for family life and the importance of respect, love and care in relationships. It is also about the teaching of sex, sexuality and sexual health. This is of course taught in a way which is appropriate for the age and maturity of our pupils.

Effective RSE is based on a clear set of attitudes and values that are communicated throughout the programme of study. These attitudes and values are integral to the philosophy of the school and are woven into our daily practice as well as being taught explicitly as part of PSHE and RSE. The development of attitudes and values is the first of three broad elements of RSE and is focused on:

- Valuing and respecting ourselves and others.
- Developing an understanding of the nature of feelings and emotions experienced by themselves and others.

- Valuing and respecting the importance of healthy personal relationships, including between friends, families and others.
- Developing an understanding of the value of family life and an appreciation of the many different types of family.
- Recognising the importance of pursuing a healthy lifestyle and keeping ourselves and others safe.

The further two elements of RSE are:

- Acquisition of accessible relevant and age appropriate information (knowledge and understanding).
- Development of personal and social skills for developing healthy and safe relationships.

In our school the following aspects of this subject are taught:

- Developing independence skills and keeping clean.
- Recognising and naming body parts – including similarities and differences between males and females.
- Challenging Gender Stereotypes – providing opportunities for children to ask questions and clarify misinformation.
- Staying Safe – including safe touch and privacy.
- Healthy Relationships – including family diversity.
- Personal and Social Skills – developing skills in talking, listening and thinking about feelings and relationships; enabling children to identify and seek support; developing children’s abilities to make informed decisions and manage their relationships.

DATE (Drugs, Alcohol and Tobacco Education)

The definition of a drug being used in this policy is as follows:

A drug is any substance which, when taken into the body, affects the chemical composition of the body and how the body functions. The definition therefore includes illegal drugs, alcohol, tobacco, medicines, volatile substances (e.g. aerosols, solvents, glue or petrol) and novel psychoactive substances.

A planned alcohol and drug education programme can be an effective way of promoting pupils’ wellbeing and safeguarding them from alcohol and drugs harms. Promoting children and young people’s health and wellbeing, within the context of alcohol and drug education, means providing planned and structured learning opportunities to develop pupils’ knowledge, skills, attitudes and understanding about all drugs; as well as awareness of the benefits of a healthy lifestyle in relation to their own or other’s actions. By building pupils’ resilience, values and skills around alcohol and drugs, teachers help young people to develop the life skills to enter adulthood healthy and avoiding harms.

In our school the following aspects of this subject are taught:

- Health and self-care.
- Safe use of medicines and how medicines make a change in our bodies.
- Recognising hazards in the home.

- Making safe choices.
- Recognising and dealing with feelings of stress.

We will often teach RSE and DATE thematically looking at the links between risk taking behaviours or keeping safe, rather than as distinct topics in recognition of the overlap between them and for example emotional and mental health and wellbeing.

Links to other policies

This PSHE education policy links with other school policies including those on:

Anti-Bullying

Science

R.E.

Behaviour

Safeguarding

Equalities

Health & Safety

Inclusion and SEND

Statutory Duties

Our PSHE education programme supports our school to meet our statutory duties ‘to promote the well-being of pupils at the school’ and to ensure that we have a balanced and broadly-based curriculum which:

- *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.*

As part of this broad and balanced curriculum, PSHE education also prepares pupils positively for life in modern Britain and promotes the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. It also supports children to develop social and emotional aspects of learning and contributes to the explicit teaching of character traits, attributes and behaviour for learning.

In the planning and delivery of PSHE education we will also show due regard under the Equality Act 2010 to the need to:

- *Eliminate discrimination and harassment*
- *Advance equality of opportunity and*
- *Foster good relations*

We will make every effort therefore to ensure that our PSHE programme is inclusive of all groups of pupils, is informed by their needs and reflects the diversity of our school and wider community. Our PSHE programme also supports teaching about safeguarding. Therefore, PSHE promotes preparation for and an appreciation of life in modern Britain.

PSHE education remains a non-statutory part of the National Curriculum, apart from the elements of RSE and DATE contained within the statutory science curriculum. However, we note that National Curriculum, 2014 states that:

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

2 Aims and Objectives of PSHE Education

2.1 PSHE education

Our PSHE education programme is part of our whole school approach to safety, wellbeing and positive relationships. The overarching aims and objectives of our PSHE education programme therefore promotes our values by having the children at the heart of all we do; supporting the development of a growth mindset by promoting equality, inclusion, emotional wellbeing and a global responsibility; and, by developing relationships which include respect, trust and empathy.

PSHE education offers our pupils significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help them to understand how they are developing personally, socially and emotionally and explore a range of attitudes and values.

PSHE education provides children and young people with a safe learning environment to develop and practise the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world. It contributes to our partnership work with Public Health to improve health and wellbeing across the school community.

2.2 PSHE education in the Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is referred to as personal, social and emotional development. There are three specific areas of learning: Making relationships, Self-confidence and self-awareness and Managing feelings and behaviour. At Downs Infant School:

- Children learn to form positive relationships in a setting that supports mutual respect and understanding and that celebrates and acknowledges differences.
- With adults as guides and role models, children learn to develop anti-discriminatory attitudes.
- They are encouraged to gain a knowledge and understanding of their own culture and community to help them develop a sense of belonging and a strong self-image.
- Role play is used to help children explore their own culture and appreciate the similarities and differences in those of others.
- A positive self-image and high self-esteem is encouraged to give children the confidence to make the most of opportunities, to communicate effectively and to explore the world around them.
- Children learn about different kinds of relationships. Being with the same adults and children regularly gives them the time and opportunity to develop relationships that promote social competence.

•Children are encouraged to think about and practise ways of solving problems to help them to feel capable of responding to challenges.

3 The PSHE education curriculum

PSHE education is given dedicated curriculum time; our discrete curriculum weekly time allowance for PSHE education is a minimum of 30 minutes per week.

In addition our PSHE education programme is enriched by cross-curricular and other activities designed to enhance personal development and support children. For example we currently take part in Black History week every October, Anti-Bullying week every November and other special events throughout the year. These include special Assemblies for the whole school, visitors and whole-school creative projects in order to immerse the children in a memorable learning experience.

3.1 Inclusive PSHE education

All our pupils, whatever their experience and background, are entitled to a quality programme of PSHE education that helps them build their confidence, a positive sense of self and identity and the ability to stay safe. All classes include pupils with different ethnicities, abilities and disabilities, languages, faiths, experiences and backgrounds, families, genders and family members of different sexual orientations. To encourage all pupils to participate in lessons we do our best to ensure the content, resources, approaches and language used reflects this rich diversity in our school community. For example when teaching about families we will be sensitive to children who are in care, fostered or adopted and positively celebrate this as part of the diversity of families that includes families with lesbian, gay, bisexual and transgender family members. We will also for example ensure we acknowledge the different faith perspectives.

PSHE education promotes awareness, respect and understanding of the similarities and differences between individuals and groups and provides an opportunity to explore the range of different views that are held in a safe and supportive learning environment. Therefore the programme is supportive of our equality and anti-bullying policies and the promotion of our school values.

3.2 Life skills approach

PSHE is a rapidly changing area of the curriculum, however many of the skills children and young people need to keep safe and healthy do not change. Moving from a knowledge based programme to one which is skill based makes it more relevant to the real life situations children and young people are likely to find themselves in. In particular we focus on the skills needed to:

- *keep safe using a Protective Behaviours Approach*
- *access help and support when needed and support our friends to do so*
- *develop positive and healthy relationships*
- *assess and manage risk*

4 The organisation of PSHE education

4.1 Co-ordination and Monitoring

The PSHE education co-ordinator is responsible for co-ordinating and monitoring the PSHE education curriculum. They are responsible for drawing up the programme, arranging training and updates for teachers and obtaining, distributing up to date resources and monitoring that the programme is delivered effectively through things such as book looks, learning walks, department meetings and lesson observations. The PSHE co-ordinator is also responsible for ensuring that pupil voice is used to enrich and support curriculum review and development. The PSHE Co-ordinator regularly attends local network meetings and training opportunities.

4.2 Use of visitors

Outside speakers are used to enrich and enhance, but not replace teacher delivery of PSHE education in our school. Visitors make a valuable contribution to enriching teaching by bringing a wide range of expertise and life experiences to the PSHE education programme, providing role models, signposting to services and supporting pupils in raising their aspirations. Visitors or visiting groups are checked to ensure they support the values of the school, are skilled in working with children and young people and provide accurate information in line with school policy. Teachers will discuss the content of visitor sessions with the visitors in advance and explain that they must work within the ground rules agreed by the class and school policies on confidentiality, safeguarding and equality.

In all cases a teacher will be present when a visitor comes to a class to uphold the safeguarding and behaviour policies, to ensure agreed ground rules are kept to and to enable follow up once the visitor has left.

4.4 Cross curricular links

PSHE education is a broad subject, with many links to other subject areas. For example aspects of PSHE education are also covered in Science, Literacy, RE, Drama and ICT. We ensure that these links are drawn out and overlapping aspects enrich each other rather than repeating content by cross-curricular planning.

4.5 Staff training for the delivery of PSHE education

The importance of training for teaching staff delivering PSHE has been raised consistently in recent years by Ofsted, the Education Select Committee, and key sector organisations and as a school we ensure staff are well-trained. Staff training needs are addressed by INSET days, or shorter training sessions during Professional Development meetings for teachers and support staff meetings. There are regular opportunities for the co-ordinator and others to access local authority and national network meetings, training days, conferences and workshops.

We recognise the important role of support staff in the effective delivery of PSHE education and that these staff may receive disclosures and be asked questions and so we ensure they also receive appropriate training and support from class teachers including yearly Safeguarding training.

We also recognise that all staff in school have a role to play in giving messages about safety, wellbeing, equality and other areas of personal development. We support staff to ensure they reinforce key messages and values through staff briefings and training opportunities.

5 Delivering the PSHE education curriculum

5.1 Safe learning environments

PSHE education involves teaching and learning about a range of subjects many of which are sensitive or challenging and for some children could be directly relevant to their lives and so it is essential to establish a safe learning environment. Clear ground rules or a working agreement and a confidentiality statement that is understood by all are important elements of creating this. In our PSHE lessons, we negotiate ground rules with pupils and ensure they are used for teaching, particularly on sensitive issues.

PSHE education can give rise to pupil disclosures in particular with respect to specific areas of the PSHE curriculum, for example relationships and sex education and drug and alcohol education. In practice, confidentiality as a ground rule or part of a working agreement in a PSHE education lesson will mean:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to
- everyone taking responsibility for what they share (children and young people will need guidance on this issue)
- sometimes not talking about something outside the group or using names
- adults in the classroom being bound by the same rules, except where a child or young person discloses something that the adult is obliged to report in the best interests of that child and or under safeguarding responsibilities (see Safeguarding Policy and/or Point 6 below).

We also have a range of strategies in place to ensure that pupils know how they can access extra help or support. These may include: worry boxes (placed in each classroom for a child to leave a message or drawing to let the teacher know they need help or are worried about something); helping hands (this is a regular feature of lessons about anti-bullying and keeping safe, for children to be constantly reminded that they can access help from a range of adults in school for any problem however big or small); posters and information on displays in the school.

5.2 Teaching and learning methodology

PSHE education is about obtaining knowledge, practising skills and exploring attitudes and choices towards a range of real life situations. We believe that effective teaching and learning in PSHE education contains the same elements as for all subjects and teachers will plan accordingly.

The programme will be delivered in a safe learning environment with ground rules. A wide variety of teaching and learning styles are used within our PSHE education, with an emphasis on active learning and the teacher as facilitator.

5.3 Assessment

We gather information about children's prior learning before delivering units of work to ensure that our planning builds on this and responds to the needs of pupils.

Our assessment practice encompasses teacher, peer and self-assessment. We report to parents and carers on pupil progress in PSHE education so that they are aware of the value we place on the subject and know how well their children are developing the essential skills.

The success of our PSHE programmes of study will be judged through: Observation of pupil behaviour and social skills; observation of language used in relation to different aspects of PSHE; pupil focus group discussions; reports of prejudiced behaviour or incidents and bullying behaviour.

5.4 Specific issues

As described in section 3.1 we aim to ensure our programme provides positive visibility of all groups in our school including the range of ethnicities, disabilities, genders, gender identities, sexual orientations (of family members) and faiths and religions. The PSHE education programme will also support pupils to develop a positive understanding of our similarities and differences and to have respect for others. Therefore our PSHE lessons aim to help children and young people to realise the nature and consequences of discrimination, teasing, bullying (including cyber bullying), use of prejudice-based language and how to respond and ask for help. We have referred to local advice in the *Relationships and Sex Education Guidance for Brighton & Hove educational settings, 2015* to help us ensure our programme is inclusive.

Our PSHE programme will cover in an age appropriate way specific issues such as safe, touch, e-safety (cross curricular with Computing) and gender stereotyping. We have referred to local advice in the *Relationships and Sex Education Guidance for Brighton & Hove educational settings, 2015* to support us in planning these topics. We recognise that some of these topics are sensitive areas for some people, but believe that to prepare our pupils for life in the modern world they do need to be explored and pupil skills to stay safe developed. For example, our teaching will aim to protect children against sexual abuse and exploitation by promoting protective behaviours, self-esteem and assertiveness in an age appropriate way (such as teaching an understanding of safe touch, consent, safe secrets and recognising 'Early Warning Signs' that something is unsafe).

We are increasingly aware that the promotion of positive emotional health and wellbeing and resilience and a contribution to the prevention of mental health issues is a key aspect of our PSHE education programme and we make use of local guidance and national guidance produced by the [PSHE Association](#) to help us to do this safely and effectively.

5.5 Answering questions

We promote being curious as a key part of learning and PSHE education, in particular relationships and sex education, are often areas where children have a range of questions to ask. As educators we aim to respond positively to all questions bearing in mind the age and maturity of the pupils and the need to model that we can talk about difficult or sensitive issues. During some units of work we use question boxes or a worry box to encourage the posting of anonymous questions or simply a name on a post it note indicating that the child would like to talk to the teacher privately. Teachers can then use these questions to plan lessons. When appropriate, parents and carers may be told about questions asked and a response agreed.

Prior to delivery of units of work which can provoke a range of challenging questions PSHE teachers and support staff will explore and agree together how they will respond to an anticipated range of questions that could come up, taking into account the age and needs of the class.

5.6 Responding to prejudice and stereotyping

Our PSHE education programme will include exploring a range of different attitudes and values and these may give rise to conflicts between for example the expression of religious or cultural views or attitudes (including attitudes learned at home) which run counter to school values related to difference and diversity. It is part of the process of growing up that we explore these conflicts and clashes and appropriate discussion can support this process. We think open discussion is important, however, staff will aim to fairly maintain and assert school values and policy and support pupils and students to behave within school policy and the law.

During discussions in PSHE education it is likely that some forms of prejudice will arise whether intentionally or unintentionally. School staff will remember that even comments made in ignorance can be hurtful and can lead to individuals not feeling safe within the school community. All prejudice based incidents will be appropriately explored or challenged and recorded.

As part of PSHE education pupils and students will also be taught the skills to safely challenge prejudice and stereotyping amongst their peer group.

5.7 Differentiation and additional support

We respect and recognise that our pupils have different levels of ability, maturity, personal circumstances and backgrounds. We respect their unique starting points by providing learning that is inclusive, differentiated and sensitive to their needs.

We believe all pupils should access the PSHE programme and those with special educational needs may need content adapted or to work one to one with a learning support assistant or teaching assistant.

5.8 Resources

Resources chosen to deliver PSHE education are in line with the school's values and ethos. We use a range of resources including picture cards, websites, film clips, games, puppets and these have been selected to support learning. Resources, particularly those freely available on the internet are checked to make sure they support inclusion, contain accurate information from authoritative medical sources, and clearly separate opinions, beliefs and facts.

We use the outside environments whenever possible to: enrich our PSHE lessons; provide a different safe space within which to have sensitive discussions; or to create a sense of awe and wonder when taking part in mindfulness activities as part of a lesson.

5.9 Liaison with partner schools

We liaise regularly with Downs Junior School to ensure continuity and progression and find out what has been taught and how so that we do not leave gaps or repeat the same content in the same way. As the spiral curriculum progresses we will however be addressing some of the same issues which will be returned to in more depth or sophistication at the Junior School.

6 Confidentiality, safeguarding and disclosure

We recognise that effective teaching and learning in PSHE education may give rise to disclosures. As part of PSHE education, children are encouraged to talk with their parents, carers or other trusted adults about their worries, concerns or questions.

Please refer to our Safeguarding Policy for more information.

7 Parents and carers

7.1 Partnership

We are committed to working in collaboration with parents and carers who are important educators about many aspects of the broad area of PSHE education. If a parent or carer wishes to discuss any aspect of the PSHE education curriculum they should contact the PSHE Subject Leader or the Head teacher.

We offer a parent's and carer's workshop annually so that they can find out more about RSE and recommend materials that they can share with their children to support the programme.

7.3 Parental right to withdraw from relationships and sex education

We recognise the legal right for parents and carers to withdraw their children from the aspects of relationships and sex education that fall outside of National Curriculum Science. We then ask that the parent or carer who wishes to withdraw their child discusses their concerns with us so that we can have the opportunity to address any issues or alleviate their concerns and encourage inclusion by arranging a meeting with the Head teacher and the PSHE Subject Leader.

This Policy has been agreed by the Governing Body;
shared with the whole school community;
and, published on the school website.

