



PSHE Policy including SRE and Drug Education

Committee	Trust Board
Approved on:	January 2022
Next Review date	July 2024



Updated/Reviewed on	
--------------------------------	--

Context and Introduction

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

DfE: Personal, Social, Health and Economic (PSHE) Education guidance, September 2013

The ESPRIT Multi Academy Trust PSHE education Policy also encompasses the following policies:-

- Sex and Relationships Education (SRE) - Appendix 1
- Drug and Alcohol Education including The Management of Drug Related Incidents - Appendix 2

Aims for PSHE education

PSHE (Personal, Social, Health and Economic) education aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHE (Personal, Social, Health and Economic) education covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing and safety.

PSHE (Personal, Social, Health and Economic) education makes a significant contribution to the Prevent agenda and to safeguarding children and young people. It also supports children and young people's Spiritual, Moral, Social and Cultural Development.

At the Esprit Multi Academy Trust, PSHE (Personal, Social, Health and Economic) education is enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning. This links strongly with each academy's mission statements;

Hamilton Academy – 'Everyone at Hamilton is Special'

Grove Academy – 'Every Child Does Matter'

Northwood Broom Academy – 'A Happy Place to Learn, Care and Achieve'

At ESPRIT Multi Academy Trust, PSHE (Personal, Social, Health and Economic) education is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHE (Personal, Social, Health and Economic) education has an equal priority with other learning.

We teach PSHE (Personal, Social, Health and Economic) education through:

- Timetabled weekly discreet sessions
- Cross-curricular learning and activities (for example, in Science and RE)
- Visitors (for example, Zoolab, the school nurse, Police and Fire Service visits)
- Themed days (for example, 'Good to be me' day)
- Enrichment opportunities and whole school celebrations Assemblies

Teaching and Learning

PSHE (Personal, Social, Health and Economic) education is delivered in line with the academy's Teaching and Learning policy. As PSHE (Personal, Social, Health and Economic) education works within the real life experiences of children and young people it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions, role play and drama in education
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young people's abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children and young people sensitively
- Building on children and young people's knowledge and experiences
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- Providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge
- Allowing time for children and young people to reflect and consolidate their learning
- Having high expectations of children and young people's achievement and behaviour
- Providing differentiated learning opportunities for children and young people with special educational needs

Curriculum Content

Our PSHE (Personal, Social, Health and Economic) education programmes has been developed using national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes that children and young people will develop.

PSHE (Personal, Social, Health and Economic) education is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. Close links are made between PSHE, SMSC and British Values.

The academies Whole School Curriculum Maps for PSHE (Personal, Social, Health and Economic) education can be found in Appendix 3 for KS1 and Appendix 4 for KS2 These detail the programmes of study, themes and whole school PSHE events.

Curriculum Organisation

PSHE (Personal, Social, Health and Economic) education is delivered through a combination of planned curriculum opportunities and whole academy approaches. In Foundation Stage, we use the *City of Stoke on Trent Relationships Education Early Years Curriculum* and in Key Stage 1 and 2 we use *Dimensions Creative Curriculum 3D PSHE*, as well as *the Dot Com - Values Versus Violence Programme (in year 5 and 6)* to support the teaching of PSHE (Personal, Social, Health and Economic) education.

Resources

Resources, which support this area of the curriculum, will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE (Personal, Social, Health and Economic) education. Overall responsibility for PSHE (Personal, Social, Health and Economic) education resources is held by the co-ordinator. The co-ordinator should ensure resources to be used by visitors are appropriate.

Assessment

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE (Personal, Social, Health and Economic) education by the co-ordinator. Monitoring will take place in accordance with the academies monitoring cycle through 'drop in' observations, pupils' practical and recorded work and discussions with pupils.

External Agencies

The academies lead the programmes but outside visitors have a role. Visitors to school include; Police and Fire service, the school nurse, armed service representatives, religious leaders and representatives of the local, national and international community.

Safeguarding

Teachers and other adults involved in PSHE (Personal, Social, Health and Economic) education will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy and must follow this at all times. Where an adult believes a child may be at risk, they will follow the Designated Safeguarding Officers Flowchart for advice.

Confidentiality

The school will ensure that:

- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are encouraged to talk to their parents or carers and given support to do so

Pastoral Support

As part of the academies pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable. Additional support for these pupils will be via any appropriate support that may be necessary.

Our academies seek to work in partnership with parents and carers to provide effective PSHE (Personal, Social, Health and Economic) education and support for children and young people. The academies' PSHE (Personal, Social, Health and Economic) education programmes endeavour to complement and support parent's and carer's roles. This is done by parent/carers information evenings, parents' evening, watch me learn sessions and curriculum information provided on our websites.

Continuing Professional Development of Staff

Staff have received appropriate training. This includes training on; *City of Stoke on Trent Relationships Education Early Years Curriculum, Nurture training and Emotion Coaching*. Our children from Nursery to Year 2 are trained in the *Massage in Schools Programme (MISP)*. Staff in KS2 have received training in the delivery of the Dot Com - Values Versus Violence programme.

Communication/Dissemination of the Policy

The policy is available:

- From the office
- On the academy websites

Sex and Relationships Education (SRE) - Appendix 1

Rationale

All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly"

Sex and Relationship Education Guidance (DfE, 2000)

Effective sex and relationship education is essential if children and young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in PSHE (Personal, Social, Health and Economic) education.

Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects. Children cannot be withdrawn from this aspect of 'sex education'.

Aim

Education about relationships aims to 'explore attitudes and values with our children about relationships, emotions, self-esteem and personal safety.' Children will develop skills in order to make positive decisions about their health related behaviour. During SRE our children will develop personal and social skills and a positive attitude to growing up:

Objectives

Our academies aim to provide a graduated age appropriate SRE programme emphasising the social and emotional aspects of relationships.

Education about relationships for our children in Key Stage 1 and 2 (3-11 year olds) will focus on the development of their physical, moral and emotional development and the importance of marriage for family life, stable and loving relationships, respect, love and care and is broken down into 3 main elements:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively; developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict; and learning how to recognise and avoid exploitation and abuse.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children. □
Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

SRE will teach Our Children in Key Stage 2 (7-11 year olds) to understand:

- The range of self and other feelings
- The importance of personal safety and what to do or whom to go to when feeling unsafe.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media
- To be prepared for puberty and adulthood, including physical and emotional changes that take place during puberty, including conception, pregnancy and birth

Curriculum Content and Implementation

Sex and relationship education is delivered through science, RE, PSHE, computing, English activities, and circle time. The PSHE (Personal, Social, Health and Economic) education scheme of work for SRE (Sex and Relationships Education) can be found in Appendix 3 and 4. (Highlighted in blue). This is taught by classroom teachers, teaching assistants if appropriate, outside visitors, such as the school nurse. A range of teaching methods include use of video, discussion, looking at case studies, drama and role play. This is generally delivered in mixed gender groups; however, there will be occasions where single gender groups are more appropriate and relevant.

Right to Withdraw

Parents/carers have the right to withdraw their children from SRE (Sex and Relationship Education) lessons that fall outside those aspects covered in the National Curriculum Science lessons. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children. Any requests for children to be withdrawn from SRE (Sex and Relationships Education) should be made to the Academy Principal in writing.

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children in their schools

Key Stage 1

- Animals, Including, humans, move, feed, grow, use their senses and reproduce
- Children should name and recognise the main external parts of the human body
- That humans can produce offspring and that these grow into adults
- Children should recognise similarities

Key Stage 2

- That life processes common to humans and other animals include nutrition, growth and reproduction □
Puberty

- Human reproduction and birth

Dealing with difficult topics/questions

Silly Questions - Children are testing the boundaries and have no interest in the answer- In this case, the teachers will not answer the questions and explain that they are inappropriate

Concerning questions -These could possibly be indicative of safeguarding issues. In this case the teachers will follow Safeguarding procedures.

Genuine questions – The child has a genuine but age inappropriate question- in this case the child’s question will be acknowledged with a promise to return to it later. The class teacher will then consult with the child’s parents, and discuss if they would like to answer or if they would like the school to answer, in the case of the latter it will be discussed with the parents how much information they are happy for their child to have.

Safeguarding/Confidentiality

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and what is not acceptable in a relationship, may lead to disclosure of a child protection issue

- The staff member will inform the Principal/designated child protection person in line with procedures of the Academy
- A member of staff cannot promise confidentiality if concerns exist

Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be reviewed and evaluated regularly. This will be through, lesson observations, monitoring of teachers planning, feedback from pupils and parents.

Links with other policies

SRE is linked to policies in relation to:

Equality

Safeguarding

Positive Behaviour, including Bullying and Physical Restraint

Teaching, Learning and Assessment

Drug and Alcohol Education Policy including the Management of Drug Related Incidents - Appendix 2

Rationale

The definition of a drug given by the United Nations Office on Drugs and Crime is: a substance people take to change the way they think, feel or behave.

This includes:

- all legal drugs including alcohol, tobacco and volatile substances
- all over the counter and prescription medicines
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)

Drug education is an entitlement for all children and young people and is supported by Section 351 of the Education Act 1996 which requires every school, including Pupil Referral Units, to provide a balanced curriculum which:

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

Drug education should be delivered through well planned PSHE (Personal, Social, Health and Economic) education and Citizenship provision with reference to *DfE and ACPO drug advice for Schools, 2012*.

Aim

To give our children and young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives.

Objectives

At Esprit Multi Academy Trust Drug and alcohol education:

1. Increases children and young people's **knowledge** and understanding and clarifies misconceptions about:
 - the short and long-term effects and risks of drugs (including medication)
2. Develops children and young people's personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk
 - communicating effectively

Curriculum Content

See Appendix 3 for details of the scheme of work (Drug Education is highlighted in pink.) for key stages 1 and 2

Medicines

See the Academy First Aid and Medical Care Policy for further information on how the academies manage prescription medication for their pupils.

Dealing with drug and alcohol related incidents

The possession, use or supply of illegal and other unauthorised drugs by **anybody** within our academies boundaries is unacceptable.

Drug incidents could involve: suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs.

The academies work closely with the police and would report any suspicions of illegal drug misuse to them.

The school seeks to work in partnership with governors and parents to provide effective drug and alcohol education and support for children and young people. Parents need to know that the school's drug and alcohol education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures.

Appendix 3

Key Stage 1 - Curriculum Map for PSHE

Also see Key Stage 2 Science Programme of Study

SRE (Sex and Relationships Education)

Drug Education

Economic Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school celebrations, festivals and events	Harvest Eid Diwali	Remembrance day Children in need Anti-bullying week Christmas	Mother's day	Easter Comic Relief	Sports Day	Father's day
SMSC	Cultural awareness Tolerance of other cultures Moral values Spiritual	Spiritual, cultural Tolerance of other cultures and beliefs Moral Tolerance, social skills	Social, moral, cultural, tolerance for other beliefs	Spiritual, cultural, moral	Moral	Social, moral
P.S.H.E						
Whole school Safety Week Focus	E safety KS1 – 3D PSHE Core Theme 1 - Unit 5 Keeping Safe: lesson 4 Personal Safety EYFS Staying safe in our school Relationships Ed of	E safety KS1 – 3D PSHE Core Theme 1 - Unit 5 Keeping Safe: lesson 5 Emotional Safety EYFS Relationships Ed Who keeps us safe?	E safety KS1 – 3D PSHE Core Theme 1 - Unit 5 Keeping Safe: lesson 2 Road Safety EYFS Relationships Ed Reception Keeping Safe – 3 (Crossing the road)	E safety KS1 – 3D PSHE Core Theme 1 - Unit 5 Keeping Safe: lesson 4 Drug Safety EYFS Relationships Ed Nursery Me and others – 4 (Daisy – Medicine)	E safety KS1 – 3D PSHE Core Theme 1 - Unit 5 Keeping Safe: lesson 1 Sun Safety EYFS Relationships Ed Sun safety lesson Unit 3 lesson 3	E safety Stranger Danger Water Safety Road Safety
KS1 3D PSHE Scheme of Work	Core Theme 1 Health and Wellbeing	Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 2 Relationships	Core Theme 2 (Y1) Relationships Core Theme 3 (Y2) Living in the Wider World	Core Theme 3 Living in the Wider World

Year 1	Unit 1 Healthy Lifestyles	Unit 2 Bullying	Unit 2 Hygiene	Unit 1 Communication	Unit 4 Family and Friends	Unit 1 Rules and Responsibilities
Year 2	Unit 3 Changing and Growing	Unit 4 Bullying	Unit 2 Communities	Unit 3 Fairness	Unit 2 Emotions	Unit 3 Money and Finance
Nursery Relationships Education	Induction – All about me	Unit 1 Feelings	Unit 3 Keeping Safe	Unit 2 Me and Others	Unit 4 Growing up	Unit 4 Growing up Transition

Stoke – Little People of Stoke						
Reception Relationships Education Stoke – Little People of Stoke	Unit 1 Feelings Rules and Routines	Unit 1 Feelings	Unit 3 Keeping Safe	Unit 2 Me and Others	Unit 4 Growing up	Unit 4 Growing up Transition

Appendix 4

Key Stage 2 Curriculum Map for PSHE

Also see Key Stage 2 Science Programme of Study

SRE (Sex and Relationships Education)

Drug Education

Economic Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school celebrations, festivals and events	Harvest Eid Diwali	Remembrance day Children in need Anti-bullying week Christmas	Mother's day	Easter Comic Relief	Sports Day	Father's day
SMSC	Cultural awareness Tolerance of other cultures Moral values Spiritual	Spiritual, cultural Tolerance of other cultures and beliefs Moral Tolerance, social skills	Social, moral, cultural, s tolerance for other belief	Spiritual, cultural, mora	Moral	Social, moral
P.S.H.E						
Whole school Safety Week Focus	E safety KS2 Keeping Safe: Personal Safety Y3 new cohort: Staying safe in school	E safety KS2 Keeping Safe: Emotional Safety	E safety KS2 Keeping Safe: Road Safety	E safety KS2 Keeping Safe: Drug Safety	E safety KS2 – Keeping Safe: Sun Safety	E safety Stranger Danger Water Safety Road Safety
KS2 3D PSHE Scheme of Work	Core Theme 1 Health and Wellbeing	Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World	Core Theme 3 Living in the Wider World
Year 3	Who am I? Getting to know myself	What would life be like without friends?	What are feelings?	What makes us all different? Do we have similarities?	How can my small change make a big difference?	What would you spend £100 on?
Year 4	Which substances are dangerous for my body?	What is Respect?	How do feelings affect us?	Can I change who I am?	How will I change as I get older?	What is discrimination?

					How much am I worth?	
Year 5	What are laws and how will they affect my future?	What is a relationship?	How do feelings affect us and other people? <i>Dot Com: I am spec</i>	<i>*Dot Com: Feeling Safe, Valuing Money, Keeping Clean, Warning Signs,</i>	<i>*Dot Com: Who can we tell Crime Stoppers, Anger, Secrets, Social Media,</i>	What could make me even greater? How can my actions affect

			<i>Dreams, Being Different, Living Together, Feelings</i>	<i>Helping Hands</i>	<i>Review</i>	the wider world? <i>Dot Com: Addition coverage</i>
Year 6	How can I make my class a community?	What makes a good relationship?	How can I be a good global citizen?	<i>Dot Com Project Review – Additional Review</i>	<i>Dot Com Project Review – Additional Review</i>	SRE – Puberty and reproduction (nurse)