



**Talavera Junior School**  
**PSHE POLICY (including Drugs Education)**

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## **Talavera Junior School**

### **PSHE Policy (including Drugs and Sex and Relationships Education)**

#### **Definitions and Terminology**

- **PSHE**- Personal, Social and Health Education
- **SMSC**- Spiritual, Moral, Social, Cultural Education
- **British Values**- promoting the fundamental British values of the democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- **SRE**- Sex and Relationships Education
- **DFE**- Department for Education
- **Healthy Schools**- an active governmental project committed to improving the health and wellbeing of young people
- **P4C** - Philosophy for Children

#### **Aim**

At Talavera Junior School, we are aware that the well-being of each and every child is paramount to their development, as children who feel happy, secure and confident are far more likely to succeed. Consequently, we believe it is crucial to provide a curriculum and learning culture that nurtures the child as a whole, in order to equip them with the knowledge, skills and values needed to thrive within a rapidly changing world.

In line with government expectations, section 2.1 of the National Curriculum states that schools must fundamentally provide a broad and balanced 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'. (PSHE Association, 2014).

#### **Supporting Children after Covid-19**

We understand that families have been put under additional pressure during multiple lockdowns and that this is a particularly difficult time to navigate. As a result, our SMSC and British Values are of even higher importance to us, making sure that all pupils are equipped to cope with a range of emotions and to become well-rounded adults.

It is our aim, therefore, to ensure that at every possible opportunity the children of our school are empowered to: take responsibility, develop strength of character and foster positive attitudes. In order to achieve this, the school community aims to:

- Offer opportunities to take responsibility in a range of roles within the school community, including acting in a more independent leadership role;
- Develop and foster respect for all members of the school community and wider community.
- Establish a sense of self and a sense of aspiration and options in the future.
- Respect other pupils and themselves as individuals, appreciating their unique qualities, promoting their achievements in a variety of ways, encouraging them to reflect on their feelings and experiences, contributing to a realistic sense of themselves and their relationship with others;
- Provide a range of stimulating, enriching opportunities to benefit the children's personal, social, emotional, physical and spiritual development;
- Enhance the development of communication, decision making, managing change and working with others;

- Support all children to develop strategies that enable them to independently cope with stress, manage their emotions and access support;
- Establish a sense of security needed for relationships to flourish between all members of the school community;
- Foster an ethos that encourages and promotes understanding and respect for all cultures, religions and celebrates diversity in a meaningful way;
- Establish and reinforce understanding of what is right and wrong.

### **Rationale**

All children have a sense of themselves which is affected by their self-esteem. Self-esteem is developed through the provision of a safe environment, in which one can reflect, explore and investigate thoughts, feelings and opinions. Through our PSHE provision, we aim to encourage children to appreciate themselves as individuals and to prepare them with the confidence, independence and resilience that they will require to face challenges and opportunities within later life.

Within PSHE, Talavera also intends to provide opportunities to: enable children to identify their strengths and weaknesses; celebrate their strengths and abilities and acknowledge weaknesses; develop strategies for coping with stress, managing emotions and accessing support through communication.

Ultimately, every child deserves to leave school with a positive self-esteem, shown through their everyday relationships, respect for others and ability to understand right and wrong.

### **Content and Organisation of the PSHE Curriculum**

At Talavera Junior School, we aim to prioritise the needs of the children and have therefore designed a bespoke PSHE curriculum through consultation with the pupils themselves. Through pupil voice, the children identified topics and issues that they viewed essential, which were then transformed into unique curriculum units. Objectives were drawn from the pupils' own needs, as well as guidance presented by the National Curriculum updates in 2021.

We value the importance of speaking and debating in order to develop moral understanding, as well as to close the vocabulary gap which affects many of our pupils. To address these concerns, we are using the programme of Philosophy for Children (P4C) and adapting it to our own school's needs. Through the discussion of difficult and complex topics, Talavera pupils will be exposed to a range of beliefs (fostering the British Value of tolerance and respect) and will have the chance to use academic or more advanced language.

As a school, we are also dedicated to promoting the development of SMSC and British Values. As a result, each PSHE unit provides identified links to SMSC and British Values, to ensure that our pupils truly provided with a holistic education which fosters, confidence, respect and independence.

### **Delivery of the Programme**

Opportunities that deliver Government requirements through our bespoke curriculum include:

- Direct teaching opportunities in classrooms (including discrete and topic based lessons)
- Circle Time (of which at least lesson per topic must consist)
- Assemblies (e.g. celebration, worship, whole school, hymn practise)
- Sex and Relationships Education (SRE).
- School visits (yr 6)
- Curriculum trips
- Philosophy for Children sessions (two per PSHE unit, plus the introduction of one per RE and History unit) based on stimulus>free thinking>question generation>debate
- House events
- School Council meetings
- Themed weeks and events e.g. Friendship Week, Fijian Day and British Values Day

### **Philosophy for Children**

Twice in a PSHE unit, the children will be given the opportunity to engage in a P4C-style discussion. This will follow the structure as follows:

1. Stimulus. This can be a story, a picture, a photograph, a quote or anything else that the teacher feels is appropriate. It can be an incident that has happened in school if necessary.
2. Free Thinking. This is when the children have the chance to talk freely about what they have just seen/read/heard. The teacher monitors this to ensure that conversation is safe and appropriate but children are mostly free to explore the ideas which come to them.
3. Question generation. This is when the children are guided to consider the 'big' ideas. From here, they create questions (this can be individually, in pairs or in small groups). The questions may need support from an adult to be wide enough to facilitate discussion.
4. Debate. This is when the children discuss the topic. The teacher may need to guide the discussion or ensure it remains appropriate. Teachers should try to monitor how much different people are talking but understand that (especially at first) not all children will want to speak. During the debate, teachers will encourage to notice the language they are using and may highlight the area of philosophy that they are considering.

### **What is SRE?**

Sex and Relationships Education coincides with effective teaching of children's physical, moral and social development. Through clear, sensitive and effective teaching, it aims to provide children with an understanding of stable, positive and loving relationships and an honest and informative awareness of sex, sexuality and sexual health. Crucially, it does not encompass the promotion of sexual orientation or activity.

As stated by the Department for Education, SRE comprises of 3 main elements, including:

- Attitudes and Values- developing an understanding of love, respect and care and the importance of values and moral considerations
- Personal and Social Skills- learning to manage emotions, develop self-respect and to make wise and informed choices
- Knowledge and understanding- understanding physical changes, gaining awareness of human sexuality and learning about contraception and appropriate, available advice services.

(Department for Education, Sex and Relationship Education Guidance, 2000).

### **Provision**

Governors of Talavera Junior School believe that it is important for children to have opportunities to have Sex Education. All children are entitled to SRE. Within the Science curriculum, it is statutory that children are given the opportunity to develop an understanding of Sex Education in relation to living things. Furthermore, lessons will focus on positive relationships, having self-esteem and self-respect and guidance on making good choices.

Discrete SRE lessons will be given to all pupils throughout the themed 'Healthy Relationships Week' during the summer term, with the aim of providing the children with an awareness of how their bodies are/will be changing. Teachers will follow planning produced by Christopher Winter Project 'Teaching SRE with Confidence in Primary Schools'. All material is sensitive to the children's ages and stages of development. Parents will be invited to an information evening to develop an understanding of the content of the material prior to delivery in school.

All pupils will be exposed to families that 'look different' from the 'norm', for example single-parent families, same-sex families, divorced families. Pupils in upper school will think about LGBT+ concerns in slightly more detail, although still in an age-appropriate way. This may take the form of thinking about other ways families may have a baby or how people may feel that their biological gender is not who they are.

### **Monitoring and Evaluation**

The monitoring and evaluation of SRE provision will occur alongside that of PSHE. The methods used to evaluate the effectiveness of teaching and learning will include:

- Lesson observations
- Analysis of lesson planning and topic overviews
- Skills statements completed by both teachers and pupils
- Monitoring of written activities completed within books

### **Parental Rights and Involvement**

Parents have the right to withdraw their children from non-statutory aspects of Sex Education. Opportunities will be given for parents to view materials used by the school and to talk further with staff about the material covered in lessons. Where possible, should a parent wish to borrow materials used, opportunities will be provided. The school is aware of cultural approaches to Sex Education and that some parents may want to teach their own children Relationships and Sex Education- in this instance resources will be available for parents to use and alternative arrangements will be made to accommodate the child during the programme. Under new DfE guidance, parents have the right to share their opinion of a school's proposed SRE curriculum. Talavera Junior will also conduct a child conference to ascertain opinions.

The school aims to answer questions which arise during Sex Education in a manner appropriate to their age and maturity. In the event a question causes concern, the school will consult the Child Protection Officer and decide on a course of action.

## **Drugs**

Public Health England has identified that children in our area are at a higher than nationally average chance of abusing substances, including alcohol. At Talavera Junior School, the welfare of each individual is paramount. As a school community, it is vital that we raise awareness of the dangers of drugs- including legal substances which can be harmful if misused. As educators, it is our responsibility to serve as good role models and provide information that will allow children to make wise, informed choices in order to stay safe and healthy. We understand that drugs can come into a child's possession intentionally or accidentally and remain dedicated to protecting the children under our care regardless of the situation.

### **Aims**

- To provide the children with relevant information to allow them to make informed choices and decisions
- To outline the expectations for the teaching of drugs within PSHE
- To provide guidance for the school community on how to deal with drug related incidents

### **Curriculum Content**

Throughout Key Stage 2, pupils will be taught:

- To understand the difference between legal and illegal drugs (that some are legal, some are restricted and some are illegal to own, use and supply to others)
- which, why and how, commonly available substances and drugs (including alcohol, tobacco) could damage their immediate and future health and safety
- To understand some of the dangers associated with energy drinks
- understand why people may begin to take both legal/ illegal drugs in the first place
- what is meant by the term 'habit' and why habits can be hard to change
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- that pressure to behave in an unhealthy way can come from a variety of sources, including people they know and the media (drugs and food)

### **Specific Issues**

- The school operates a no smoking policy in line with LA guidelines which is also to be abided by on school and residential trips
- There will be no alcohol on the school premises at social events where children are invited or involved
- Where a disclosure is made by a child or parent regarding drugs or a drug-related incident, confidentiality will be maintained unless it is deemed to be a reportable offence
- Where necessary, the designated child protection officer for the school may need to be involved due to the circumstances of any individual family situation. Such situations will have the confidentiality of the child protection policy.
- Medication can only be administered to a child if a parent has completed a form at the school office in compliance with school procedures.

### **Responding to a Drugs-Related Incident**

- Where an individual of the community is on the school premises while under the influence of a drug or substance, they will be asked to leave of their own accord. If they refuse to comply, guidance will be sought from the police. No member of

staff will attempt to remove them from the premises. Measures will be taken to ensure that all staff and children remain safe. If staff are concerned that an adult collecting a child appears to be under the influence, concerns should be raised to a child protection officer and the school's safeguarding policy should be followed.

- Where a child is involved in a drug related incident, reports and statements will be made and the incident recorded fully on an incident report form. Relevant local agencies will be called to help resolve the situation and advise the child, parents and school. More serious incidents will have to be dealt with formally by taking statements and seizing evidence and then dealing with the child by involving the police.
- The Governors will be kept informed of all drug related incidents.

#### **Policy Links**

This policy directly relates to policies for: SMSC and British Values, Teaching and Learning, Behaviour, Anti-bullying, Home-School Contracts, Equal Opportunities, Child Protection, Health and Safety, Collective Worship, Science, Physical Education and Religious Education.



