



# PSHE Policy

## September 2023

Next Review Due: September 2024

Co-ordinator: Miss E Burton

**Policy Statement for PSHE at  
Lord Scudamore Academy  
November 2018**

**A Definition of PSHE and Citizenship**

Personal, Social and Health Education (PSHE) and Citizenship can be defined as a planned programme of learning through which children and young people acquire knowledge, understanding and skills they need to manage their lives, now and in the future.

As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

PSHE Association (2015)

**STATUTORY AND NON-STATUTORY REQUIREMENTS**

PSHE education is a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

In addition to the national curriculum framework, the Department for Education guidance states that the subject is 'an important and necessary part of all pupils' education' and that '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.'

Academies are not bound by the national curriculum, however all schools share the same statutory duties. Therefore our schools best approach is to ensure that a comprehensive programme of PSHE education is in place.

## AIMS

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Our overarching aims are to provide:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## Curriculum

Our programme of study (adapted from the PSHE Association) identifies the key concepts and skills that underpin PSHE education and fulfils our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life.

The programme of study is tailored to the needs of the school and each year group focuses on different areas of this programme. The programme is based on three core themes:

<b>Core Theme 1: Health and Wellbeing</b>	<b>Core Theme 2: Relationships</b>	<b>Core Theme 3: Living in the Wider World</b>
<b>Topic areas:</b> Healthy lifestyles Keeping safe Growing and changing	<b>Topic areas:</b> Healthy Relationships Feelings and emotions Valuing difference	<b>Topic areas:</b> Rights and responsibilities Taking care of the environment Money matters

The areas covered in the programme are revisited in greater depth every two years as the pupils

progress through the school. Evidence of the pupils learning is recorded in one folder per year group which follows class progress from Reception to Year 6. The Nursery classes update their own folders each year.

Our learning opportunities include;

- Discrete curriculum time
- Teaching PSHE through and in other subjects/curriculum areas
- Through PSHE activities and school events.
- Whole school activities
- Assemblies
- Charity projects
- One to one and small group support and provision e.g. nurture groups
- Active involvement in the wider community

Combinations of these are used within our school to ensure a balanced education. A whole school approach is effective because pupils' personal and social development is influenced by many aspects of school life.

**New Curriculum update September 2020**

Pupils will be required to learn about Relationship Education and Physical health and Mental Wellbeing. This programme will be based on:

<b>Relationship Education</b>	<b>Physical Health and Mental Wellbeing</b>
<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul>	<ul style="list-style-type: none"> <li>• Mental wellbeing</li> <li>• Internet safety and harm</li> <li>• Physical health and wellbeing</li> <li>• Healthy eating</li> <li>• Drugs alcohol and tobacco</li> <li>• Health and prevention</li> <li>• Basic first aid</li> <li>• Changing adolescent body</li> </ul>

These areas will be covered at an age appropriate level.

**Additional Information**

**LEARNING ABOUT PERSONAL HEALTH & SAFETY**

Health Education is linked with Science and Values Education. Many areas will be covered during

assemblies and with the help of outside agencies or speakers at assemblies. For example, all children should be familiar with the *Green Cross Code* - teaching of this begins in the Nursery and is reinforced regularly throughout the primary years.

## **Confidentiality**

During PSHE sessions there are many circumstances in which disclosures regarding personal information may be made to staff. The following points should be considered:

- All members of the school community need to be clear about the rules of confidentiality. Information about children should not be passed on indiscriminately.
- Teachers are not able to offer children or their parents' unconditional confidentiality. If staff receive information about behaviour likely to cause harm to the child or to others, they must pass it on to the Safeguarding Manager where relevant, following the school's child protection procedures.
- Teachers should make it clear to children that it is not possible to keep all information confidential and that it is sometimes necessary to tell someone else. However, the children need to know when this has to happen, what will be done with the information, and who will have access to it.
- In the case of illegal activity, action should be taken in the best interests of the child. This does not necessarily involve informing the police. Teachers are not statutorily required to inform the police about illegal drug activity, for example. The school's police liaison officer will provide guidance about specific instances.
- Where outside agencies and others provide support for the PSHE and citizenship provision, they must be made aware of, and abide by, this policy about disclosures and confidentiality. However, they may also have a role in providing advice and support directly to young people. The boundary between these two roles must be agreed with the school and the distinction, in terms of right to confidentiality, must be made clear to the children.
- Other professions are bound by their own codes of confidentiality. For example, health professionals, such as the school nurse, are bound by the medical code of confidentiality in their work with children and young people.
- In lessons, teachers should establish from the beginning that it is inappropriate to disclose some personal information. Children need to be clear about not putting pressure on one another to answer questions about their own experiences. This also applies to any adult in the school.

**See also Safeguarding and Child Protection Policies**

**Staff Counselling for Pupils:**

Our Safeguarding Manager, Jan McColl, manages a cohort of specific children who may be experiencing difficulties for any number of reasons. Children can be referred to Mrs McColl via staff, pupils, or parents themselves. She will then allocate the most appropriate member of the pastoral team to the child concerned.

These children may be supported 1:1, or in groups, via nurture group, social group, self-esteem group or through the 'Protective Behaviours' programme.

As part of her remit Mrs McColl also supports parents, carers and liaises with outside agencies.

**Working with External Visitors/Contributors - See Visitors, Safeguarding and Child Protection Policies**

**POLICY DOCUMENTS**

**Multi-Cultural Education & Equal Opportunities Policy**

Opportunities for including Multi-Cultural Education and Equal Opportunities in the curriculum occur in many subjects, for example:

RE	Different religions KS1 Christianity, Judaism, KS2 Christianity, Hinduism, Islam, Sikhism. Visits. Visitors from different denominations. Faiths.
Language History Geography	Different cultures and communities - customs, food, dress etc. World Study Week.
Art	Multicultural art work

There are regular debates and discussions through assemblies and in class groups on issues arising from Multicultural Education, such as:

Are we different?

Are we all equal?

How do we perceive/treat people?

Who is different from us?

Prejudice and Conflict is also discussed.

The school reflects society and it is important that all children must develop a respect for individuals. In order to develop respect, children need an understanding of other cultures. This can be reflected through all areas of the National Curriculum.

Our school curriculum provides opportunities to explore and celebrate cultural and racial diversity. Books and materials are selected which reflect our multicultural society and present positive images of both genders.

All children are encouraged to explore their unique contribution towards school and society and confidence in gender and culture are strengthened.

It is recognised that racist and sexist attitudes and abuse exist. Any incidents must be confronted and handled firmly and positively. All racial incidents are reported to the Local Authority. A log of any incident is kept in school and completed if an incident occurs.

### Sex and Relationships Education Policy

See separate policy.

### Drugs Awareness Policy

#### **Aims:**

**To increase knowledge** of social and personal issues relating to drugs in line with the National Curriculum and our own PSHE policy. **To change attitudes** to minimise the number of young people who ever engage in drug misuse and to delay the age of onset of first use for those who do experiment at any time. **To enhance** young people's decision making skills as part of pupil's life skills and preparation for adulthood.

#### **1. The children at KS1 are taught to know:**

- That all medicines are drugs, but not all drugs are medicines.
- That all substances can be harmful if not used properly.
- About different types of medicine and that some people need them to live a normal life.

- And understand simple safety rules about medicines, tablets, solvents and household substances.

**The children at KS2 are taught to know:**

- That all medicines are drugs, but not all drugs are medicines.
- That there are over the counter, prescribed, legal and illegal substances and have some understanding of their effects.
- How to make simple choices and exercise some basic techniques for resisting pressure from friends and others.
- The important and beneficial part which drugs have played in society.
- Specific Drugs Awareness Training is delivered in Year 6 via the Police and through their cross curricular programme 'Taking Drugs Literally'.
- Year 6 have a visit from local police running the STAR programme which is a Drugs, Alcohol and smoking awareness programme.

**2. Pupil and Staff Welfare**

- Health & Safety checks around the school site are carried out on a daily, routine basis, by the caretaker. Other checks include specific Risk Assessments and bi-annual audits.
- Qualified First-Aiders have had training concerning drug related health issues on their 'First Aid at Work' training.

**3. Dealing with drug-related incidents**

Acute intoxication, physical collapse or unconsciousness can result from even one experiment with drugs or solvents. In the event of an incident, the school's Accident and Emergency Procedures will be implemented. All powders, tablets etc., which the person may have been using, should be collected and handed over to ambulance staff.

**Road Safety Policy**

**Aims:**

Road Safety education should raise awareness of the skills required to be safe on, near or crossing the road.

**Objectives:**

Road Safety education requires effective teaching and learning processes regarding all aspects of the road environment, thus developing knowledge, concepts, attitudes and



skills that will lead to a reduction in the incidence of road accidents.

### **Management of Road Safety Education in PSHE:**

Every opportunity to discuss Road Safety is taken advantage of throughout every year group including participating in Road Safety week, walk to school Week and Bikeability. These opportunities occur frequently as all classes go 'off-site' at some point during each academic year. This is the ideal opportunity for re-enforcing the Green Cross Code and other Road Safety issues.

Even the playground provides opportunity for vehicular awareness as there are occasionally emergency circumstances in which a vehicle may have to pass through playground areas (*escorted by a leading adult pedestrian*).

Road Safety education is delivered indirectly to pupils via our school information booklets to parents (*i.e., use of School Crossing Patrols and sensible parking near school*).