



Personal, Social, and Health Education including Drug Education

Date Adopted:

Author/owner: Meir Heath Academy

Anticipated Review: September 2022

Context

Meir Heath Academy primary school provides a rich curriculum which caters for pupils of all abilities. Our aim is to develop each child's potential to the full.

The Developmental Process

The policy has been drawn up in consultation with all teaching staff, governors and members of the wider school community and agencies.

Aims for PSHE

Personal, Social and Health Education (PSHE) aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHE 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; safety; careers; work-related learning and personal finance.

PSHE can be 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.

Curriculum Organisation

PSHE will be delivered through a combination of planned curriculum opportunities from the Jigsaw Scheme. This will take the form of set curriculum time as well as discrete time when needed and cross curricular links will be made where appropriate. Enrichment opportunities include visits by the school nurse.

Teaching and Learning

PSHE is delivered in line with the school's teaching and learning policy. As PSHE perhaps more than any other subject, 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 theatre in education
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' 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
- Using a variety of groupings, including single sex, where appropriate.

Curriculum Content

PSHE 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.

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. The co-ordinator should ensure resources to be used by visitors have been approved by the relevant organisations i.e. Drug Education, Sex and Relationship Education (SRE) through Staffordshire SRE forum and others through Education Transformation.

PSHE Programme of Study

This will be delivered through the Jigsaw scheme of work from Y1 to Y6 and will included:

Foundation Stage

The 'Development Matters' document is used as a basis for small group PSHE focussed discussions and scenario building. Areas for discussion include; feelings, emotions, family, behaviours, sharing, positive attitudes etc.

Key Stage 1

Health and Wellbeing

- A healthy lifestyle
- Keeping physically and emotionally safe
- Physical, mental and emotional health and wellbeing
- Risks to physical and emotional health and wellbeing
- Managing change, including lifecycle of the body, transition and loss

Relationships

- Healthy relationships (within a range of social/cultural contexts)
- Emotions within a range of relationships
- Respecting equality and diversity in relationships
- Risky or negative relationships (including all forms of bullying and abuse) and how to ask for help

Living in the Wider Worlds with links to British Values

- Respect for self and others
- Rights and responsibilities (as members of families, other groups and as citizens)

- Different groups and communities
- Equality and a diverse community
- Respecting and protecting the environment
- Money (origins, keeping it safe, management and it's importance)

Lower Key Stage 2

Health and Wellbeing

- Keeping physically and emotionally safe
- Physical, mental and emotional health and wellbeing
- Risks to physical and emotional health and wellbeing
- Making informed choices about health and wellbeing

Relationships

- Healthy relationships (within a range of social/cultural contexts)
- Emotions within a range of relationships
- Risky or negative relationships (including all forms of bullying and abuse) and how to ask for help

Living in the Wider Worlds with links to British Values

- Respect for self and others
- Rights and responsibilities (as members of families, other groups and as citizens)
- Different groups and communities
- Equality and a diverse community
- Respecting and protecting the environment
- How money plays an important part in people's lives

Upper Key Stage 2

Health and Wellbeing

- Managing change, including puberty, transition and loss
- How to respond in an emergency
- Different influences on health and wellbeing

Relationships

- Healthy relationships (within a range of social/cultural contexts)
- Emotions within a range of relationships
- Risky or negative relationships (including all forms of bullying and abuse)
- Respecting equality and diversity in relationships

Living in the Wider Worlds with links to British Values

- Respect for self and others
- Rights and responsibilities (as members of families, other groups and as citizens)
- Different groups and communities
- Equality and a diverse community
- Respecting and protecting the environment

- How money plays an important part in people's lives

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

Assessment, Recording and Reporting

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. A variety of assessment and recording techniques will be used in line with the school's assessment policy.

The reporting of individual achievement and progress will include skill development and values and attitudes as well as knowledge and understanding.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE by Senior Leaders and the co-ordinator. This will be done by checking that whole school PSHE objectives are met, standards of teaching and learning expected are achieved and that there are adequate resources.

Safeguarding

Teachers and other adults involved in PSHE will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is available from the school's designated teacher for safeguarding.

Confidentiality

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. school nurse/health adviser
- Children and young people are encouraged to talk to their parents or carers and given support to do so.
- Pastoral Support

Continuing Professional Development of Staff

Staff will receive appropriate training.