



Brady Primary School

PSHE Policy

Including Relationships and Drugs Education



‘Inspiring teaching for ambitious learners’



Contents

1. Introduction

Intent

2. Aims
3. Statutory requirements
4. Definition

Implementation

5. Curriculum
6. Organisation and planning
7. Delivery of Relationships Education
8. Delivery of drugs education
9. Roles and responsibilities
10. Parents' right to withdraw

Impact

11. Staff training
12. Monitoring



1. Introduction

All schools must provide a curriculum that is broadly based, balanced and that meets the needs of all pupils. Under section 78 of the Education Act 2002.

A PSHE curriculum:

- 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 experiences of later life.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013)

This PSHE policy is informed by existing DfE guidance on the Relationship Education (Sex and Relationship Education Guidance, July 2000), preventing and tackling bullying (Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013)

2. Aims

The aims of PSHE at our school are to:

- Ensure pupils are safe, secure and happy in school.
- Provide pupils with a robust curriculum ensuring all have equal access regardless of ability, gender, race or religion.
- Ensure that children develop an appreciation for the importance of responsible behaviour, courtesy and consideration of others.
- Promote ways for spiritual, moral, social and cultural development in order to prepare our pupils to become valued members of an ever-changing, multi-cultural society.

The aims of relationships and sex education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy



- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The aims of Drug, Alcohol, and Tobacco Education

- To look at why we take medicine and the dangers of taking medicine without a trusted adult's permission.
- Explore how someone can be pressured in to smoking.
- Identify dangers of alcohol and how people can be affected by alcohol in different ways.

3. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationships Education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Brady Primary School we teach Relationships Education as set out in this policy.

4. Definition

“Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.’ QCA

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Relationships Education involves a combination of sharing information, and exploring issues and values.

Drug education should provide pupils with opportunities to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating to their own and others' actions. See 'Drugs - Guidance for schools' DFES 2004

5. Curriculum



Personal, Social and Health Education underpins life at Brady. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. Our PSHE curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life. It is underpinned by the school's core values. Relationships Education is embedded within the PSHE curriculum.

6. Organisation and planning

PSHE will be taught through

- Discreet curriculum time
- Teaching through contexts for learning (see 1decision scheme)
- Assemblies, class assemblies, class discussion and circle time
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.
- Extra-curricular activities e.g. health days, road safety groups, Anti bullying week.
- Now Press Play sessions



Teachers will follow 1decision PSHE scheme which allows children to make decisions based on real life events. The 1 decision resources are:

Resources are selected that are:

- age appropriate,
- non-discriminatory
- in accordance with the values of the school.

All 1decision video clips use real actors, however, resources linked to puberty use cartoon images.

Teachers will also use Now Press Play to enhance their PSHE curriculum. Sessions are mapped out within the school overview (Appendix A)

Content covered (including drugs and relationships education) can be found on the school's PSHE overview. See appendix A.

7. Delivery of Relationships education

Relationships Education is taught within the PSHE curriculum. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional (Y5).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Teaching taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

8. Delivery of Drugs education

Objectives of Drug, Alcohol, and Tobacco Education

- To look at why we take medicine and the dangers of taking medicine without a



trusted adult's permission.

- Explore how someone can be pressured in to smoking.
- Identify dangers of alcohol and how people can be affected by alcohol in different ways.

9. Roles and responsibilities

The governing board

The governing board will approve the PSHE policy, and hold the head teacher to account for its implementation. The link governor for PSHE is Peter Hammes.

PSHE lead

The PSHE lead (Miss Booth) is responsible for ensuring that PSHE, relationships education and drugs education is taught consistently across the school.

Staff

Staff are responsible for:

- › Delivering PSHE in a sensitive way
- › Modelling positive attitudes to PSHE
- › Monitoring progress
- › Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the head teacher.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. A PSHE charter will be in place in each class to ensure discussions are treated with respect.

10. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education (from September 2020)

11. Staff training

Staff are trained on the delivery of PSHE as part of their induction and it is included in



our continuing professional development calendar. Whole school training needs are planned into action plans and the school ensures they are kept informed of relevant changes to aspects of PSHE by attending LEA meetings on Healthy Schools and PSHE. The PSHE lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationships Education.

12. Monitoring

The delivery of PSHE is monitored by the PSHE lead (Miss. Booth) through:

- Pupil voice
- Learning walks
- Book looks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Policy details

Date

Name

Policy approved by Senior Leadership:

Policy approved by Linked Governor

Date of next review:



Appendix A: School overview

PSHE overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Feelings and emotions	1. Assessment - baseline 2. Worry	1. Jealousy 2. Anger	1. Grief 2. Assessment - summative	1. Assessment - baseline 2. Jealousy	1. Anger 2. Adults' views 3. Children's views	1. Worry 2. Assessment - summative
Autumn 2 Keeping / staying safe Fire safety / First aid special	1. Assessment - baseline 2. Tying shoelaces 1. Assessment - baseline 2. Hoax calling	1. Road safety 2. Staying safe 1. Petty arson 2. Texting whilst driving	1. Learning out of windows 2. Assessment - summative 1. Enya & Deede visit the fire station 2. Assessment - summative	1. Assessment - baseline 2. Cycle safety 1. Assessment - baseline 2. First aid - Y4	1. Peer pressure 2. Adults' views 3. Children's views 1. First aid Year 5	1. Water safety 2. Assessment - summative 1. First aid Y6 2. Assessment - summative
Spring 1 NSPCC speak out stay safe Computer safety Hazard watch / A world without judgement	1. Assessment - baseline 2. Is it safe to eat or drink? Is it safe to play with?	1. Assessment - baseline 2. Online bullying 3. Computer safety documentary	1. Image sharing 2. Making friends online 3. Assessment - summative 1. Assessment - summative	1. Assessment - baseline 2. Online bullying 1. Assessment - baseline 2. Breaking down barriers	1. Image sharing 2. Adults' views 3. Children's views 1. Inclusion and acceptance 2. Adults' views 3. Children's views	1. Making friends online 2. Assessment - summative 1. British values 2. Assessment - summative 2. Gangs workshop
Spring 2 Keeping / staying healthy Our world / The working world	1. Assessment - baseline 2. Washing hands 1. Assessment - baseline 2. Growing in our world	1. Healthy eating 2. Brushing teeth 1. Living in our world 2. Working in our world	1. Medicine 2. Assessment - baseline 1. Looking after our world 2. Assessment - summative	1. Assessment - baseline 2. Healthy Living 1. Assessment - baseline 2. Chores at home	1. Smoking 2. Adults' views 3. Children's views 1. Enterprise 2. Adults' views 3. Children's views	1. Alcohol 2. Assessment - baseline 1. In App Purchases 2. Assessment - summative
Summer 1 Being responsible	1. Assessment - baseline 2. Practise makes perfect	1. Water spillage 2. Helping someone in need	1. Stealing 2. Assessment - summative	1. Assessment - baseline 2. Coming home on time	1. Looking out for others 2. Adults' views 3. Children's views	1. Stealing 2. Assessment - summative 3. Knife crime (Ben Kinsella lesson plans)
Summer 2 Relationships / Growing and changing	1. Assessment - baseline 2. Friendship	1. Bullying 2. Body language	1. Touch 2. Assessment - summative	1. Assessment - baseline 2. Appropriate touch	1. Puberty 2. Adults' views 3. Children's views 4. Extremism - Extreme or not extreme?	1. Conception 2. Assessment - summative 3. Extremism case studies
Other					Y5/6 road safety	Visits from PC Drew throughout the year Junior citizens Y5/6 road safety

PSHE should be timetabled for at least 30mins per week. This can be completed in 2 x 15min sessions if necessary.

You will find all of the resources for each lesson on the 1 decision website:



www.1decision.co.uk

me:
braim
Passw
brady

Lessons may take more than one week due to the number of activities on the lesson plan and the amount of discussion generated by the children.

Worry monsters can still be used within the PSHE lesson as a resource, for children to put their worries in or for children to ask any sensitive questions.

If you are unsure about how to answer a question, please speak to a member of SLT and if any concerns are raised within the session, please use the correct methods for reporting this e.g. CPOMS