



Talavera Junior School
PSHE POLICY (including Drugs Education)

Document Name: PSHE Policy

Policy First Introduced: June 2013

Latest Review: September 2023

Next Review Planned: September 2024

Signed: _____ (Policy Owner)

Print Name: Naomi Heaton

Review Date: September 2024

Signed: _____ (Governor Approval)

Print Name: _____

Approval Date:



Talavera Junior School
PSHE Policy - including Drugs and Sex and Relationships Education

POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1.0	June 2013		CS	MD	Updated according to Ofsted guidance June 2013
2.0	Dec 2014		SN		Updated according to PSHE Association guidance 2013
3.0	Sept 2015		SN		Updated in-line with the development of new, bespoke curriculum
4.0	Sept 2016		SN		Updated to include further guidance on drugs
5.0	Sept 2017		LHB		Circle time expectation and SRE date change. PHE data.
6.0	Sept 2018		LHB		Inclusion of focus on pupils as leaders (page 3); acknowledgement that SRE provision may need to be updated following new statutory guidance when released
7.0	Sept 2019		LHB		Updated to include Philosophy for Children focus of the upcoming year and LGBT+ focus
8.0	Nov 2020		LHB		Updated to include parental and child conferencing following DfE guidance. Updated to include additional Healthy Relationships units in Autumn.
9.0	July 2021		LHB		Updated to include changes following C-19
10.0	November 2021		LHB		Updated to remove SRE, which is now a separate policy
11.00	November 2022	Approved	LHB	RJ	No change
12.0	September 2023		NH		Hub provision Healthy eating policy



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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, 2020).

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 and by using expert guidance from the PSHE association.

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.

Adaptations to the PSHE curriculum are made for the Hub provision at Talavera. We work closely with the class teacher whilst referring to the PSHE association to adapt

and plan lessons that will be accessible for all children whilst still making sure they are covering the appropriate content.

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?

Please see our standalone SRE policy.

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)
- identify healthy and unhealthy food and understanding the nutrition needed and the impact it has on our over-all health.
- make and taste healthy dishes to provoke a love for healthy 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 this includes vaping.
- 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, Religious Education, SEND and Healthy Eating.

