

# PSHE Policy



Preston Grange Primary School

Issue Date: November 2023

Last reviewed: March 2024

Next review due: March 2026

At Preston Grange Primary, the PSHE programme of study brings together topics of relationships, living in the wider world and health and wellbeing through values-based education. The curriculum has been developed using the PSHE association recommended programme of study as a starting point and adapted to suit the needs of our school.

Our intent is to support a coherent whole-school approach to personal, social, health and economic well-being (PSHE) within the context of our school and community.

(See the RSE Policy for further details of how we meet this responsibility.)

PSHE provides school with an opportunity to focus on the Fundamental British Values of;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance

and how they translate within school life and the wider community.

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by our core school values;

PSHE also provides school opportunities to focus on the delivery of social and emotional aspects of learning (SEAL) and to understand and develop understanding of the protected characteristics (see below)

- Age.
- Disability.
- Gender reassignment.
- Race.
- Religion or belief.
- Marriage or civil partnership.
- Sex.
- Sexual orientation

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by our core school values:

Equality	Respect
	Understanding
	Acceptance
Learning	Aspiration
	Resilience
	Independence
Character	Kindness
	Honesty
	Thoughtfulness

## Aims

PSHE education at Preston Grange Primary School aims:

- To give pupils the knowledge and develop the self esteem, confidence and self awareness to make informed choices and decisions;
- To encourage and support the development of social skills and social awareness;
- To enable pupils to make sense of their own personal and social experiences;
- To promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- To enable effective interpersonal relationships and develop a caring attitude towards others;
- To encourage a caring attitude towards and responsibility for the environment;
- To encourage and develop resilience and a growth mindset;
- To help our pupils understand and manage their feelings;
- To understand how society works and the rights and responsibilities involved.

## Organisation and Approach

At Preston Grange we teach PSHE (Personal Social and Health Education) across school

through in class sessions, mixed age castle group sessions (where appropriate), through our assembly programme and through enrichment or theme days across the year.

PSHE is at the centre of all we do. As a result of this we are committed to dealing with issues as they occur, this allows us to support our pupils on a needs basis and ensures we have an ongoing 'golden thread' of PSH education throughout our wider curriculum and school life.

We aim to offer a range of learning opportunities that support our pupils in their development of a wide range of skills.

**Intrapersonal** – skills for self management including self-reflection, setting personal goals and self-regulation and managing strong emotions.

**Interpersonal** – skills of active listening, empathy towards others, teamwork and negotiation and effective communication.

**Enquiry** – skills of asking questions, planning and making decisions, making and defending conclusions and reviewing personal progress.

### **Aim of Drug and Alcohol Education**

The aim of teaching children and young people about alcohol and other drugs is to support them in making informed choices, delaying first substance use and preventing the development of harmful patterns of substance use in adulthood. This can impact upon an individual's quality of life and future aspirations. Effective teaching about alcohol and other drugs through PSHE and Science education is one key element of prevention work.

However, in order to achieve its aims, this teaching should be implemented as one aspect of a wider whole-school approach. (PSHE Association Evidence Review on Effective drug and alcohol education)

### **What Drug and Alcohol Education looks like at Preston Grange Primary School**

The Department for Education (DfE)'s statutory guidance for Health Education at primary phase requires that pupils be taught the facts and risks associated with drug, alcohol and tobacco use.

At Preston Grange Primary School, alongside the statutory requirements, teaching about how to manage social influence, pressure and risk is vital in promoting pupils' ability to navigate the situations in which they may encounter substances. It also contributes to safeguarding, by providing pupils with the knowledge, understanding, attributes, skills and strategies to keep themselves healthy and safe.

Teaching about drugs and alcohol is integrated within a planned PSHE education curriculum (see PSHE curriculum), where it enhances – and can be enhanced by – teaching in other topic areas. For example, lessons on mental health and emotional wellbeing will include teaching healthy coping mechanisms and the importance of seeking support and help. Drugs and alcohol education is also part of the statutory science curriculum.

## **Teaching programme, strategies and resources**

Drug Education is delivered through the PSHE programme in whole class or group situations using a broad variety of teaching and learning strategies. It is also taught via the Science National Curriculum. The PSHE coordinator will review provision on an annual basis through discussion with the staff involved with the delivery of the programme and the school council. Particular focus is made at the transition from KS2 to KS3. Where the teaching and learning includes issues, which may be sensitive, staff and pupils will work within clearly understood and applied ground-rules from the PSHE Association Guidance.

## **Special Educational Needs**

Children registered as having Special Educational Needs have the same right to good drug education as any other pupil and will be taught alongside all other pupils. However, teachers must be aware of, and respond to their needs in drug education lessons just as in any others.

## **Children Vulnerable to Substance Misuse**

Our Mental Health and Wellbeing Lead is used to support vulnerable pupils e.g. young carers. In this situation, we are able to gain additional support and guidance from the Local Authority on appropriate resources and educational approaches.

## **Use of Visitors and outside agencies**

Visiting facilitators can enhance the delivery of drugs education and some pupils do respond better if they perceive the deliverer to be an 'expert' rather than their 'normal' teacher. However, visitors will only be used in the programme if they can offer an expertise, an approach or pupil response which cannot be achieved by the teachers. Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Drug Education. Their contribution should complement the teaching already taking place in the school.

## **Recording, Assessment and Reporting**

Assessment is done informally throughout a unit of work or theme. Pupils self-assess and reflect on how they feel they have developed their understanding in a particular area. This could be done through pupil voice, traffic light systems or continuums. Staff use snapshots of these assessments to build a bigger picture in their PSHE floor book; along with examples of work and activities and pupil voice. Pupils are given the opportunity to give feedback on their lessons to allow the PSHE lead to develop the curriculum further and to cater for the specific needs of our pupils. PSHE is commented on formally in annual end of year reports of pupil progress.

## **Monitoring and Review**

The Head Teacher and PSHE subject lead support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a

strategic lead and direction for the subject in school.

All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

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