



***“Show me your way, Lord teach me your paths.” Psalms (25.4)***

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) and DRUGS POLICY**

Personal, Social and Health Education all form part of the non-statutory guidelines found in the National Curriculum 2014. This became a statutory subject in September 2020 we believe it is important to maintain its position as part of our own school curriculum.

It is designed to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active, responsible citizens.

At Almondsbury School this means all our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the life of their school and local communities. In so doing they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their own experiences and learn to 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 also find out about main political and social institutions that affect their lives and about their rights, responsibilities and duties as individuals and members of communities. They learn to respect and understand our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

### **AIMS**

We aim to give all our pupils opportunities to:

- be responsible, positive and active members of the school community
- develop self-confidence and self-esteem and make informed choices regarding moral and social issues/dilemmas
- develop positive, respectful relationships with people
- know and understand what constitutes a healthy lifestyle
- know where to find information and advice
- prepare for change

We believe strongly in the fundamental value of these experiences.

### **GUIDELINES**

The framework is delivered through the four strands:

1. Developing confidence and responsibility and making the most of their abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthier safer lifestyle.
4. Developing good relationships and respecting the differences between people.

We do this in distinct ways:

1. Every class has dedicated PSHE / Heartsmart lessons. This may also include Circle-time.
2. School ethos – assemblies/worship, trips, extracurricular activities, school rules, Pupil Parliament and other pupil leadership committees.
3. Cross-curricular – some aspects may be taught and revisited in other areas such as Science, Geography, RE, Literacy

We use a range of teaching and learning styles. Pupils are actively involved in discussions, investigations and problem-solving activities. Active citizenship is promoted e.g. fund raising, Celebration afternoon, etc. Pupils are encouraged to resolve conflicts and set agreed classroom rules of behaviour. As part of our Christian distinctiveness we will also focus on pupil leadership and courageous advocacy.

We also use the Heartsmart materials. In our school Heartsmart is part of a whole school approach, including Foundation Stage. All classes in school cover the same theme and use a shared language over

a period of time. Heartsmart aims to increase knowledge, skills and understanding in the following five aspects of learning. The aspects and themes are linked to key vocabulary and links to Bible verses.

<b>Heartsmart Values</b>	<b>Bible Verse</b>
Get Heartsmart	<b>Matthew 22: 37 – 40</b> “Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: ‘Love your neighbour as yourself. All the Law and the Prophets hang on these two commandments.”
Fake is a mistake	<b>Proverbs 12:19</b> Truthful lips endure forever, but a lying tongue only lasts a moment.
No Way through isn't true	<b>2 Chronicles 15:7</b> 'Be strong. Don't give up, because you will get a reward for your good work.'
Don't Forget to Let Love in	<b>Hebrews 13:5</b> “Never will I leave you, never will I forsake you.” This is a way of understanding that we are loved by Him. There are other people in our lives that are committed to us also, who might they be?
Too Much Selfie isn't healthy	<b>Mark 12:31</b> “Love your neighbour as you love yourself.”
Don't rub it in, rub it out	<b>Ephesians 4:32</b> 'Be kind to one another, tender hearted, forgiving one another, as God in Christ forgave you.'

The key benefits of improving pupils' social, emotional and behavioural skills include:

- greater educational and work success
- improvements in behaviour
- increased inclusion
- improved learning
- greater social cohesion
- improvements to mental health

### **Learning and Teaching**

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group work and problem-solving;
- The expectation should be that PSHE is taught on average for one hour per week.
- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules, which are made explicit to the pupils and reinforced consistently;
- Visiting speakers such as the police and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- Pupils are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fundraising; the planning of special events at school; making class rules; school council meetings; attending house meetings; and by taking on roles of responsibility for themselves, for others and for the school;
- The pupils are all striving to develop an understanding of the Values of the school and the British Values, which encourage personal and social development as well as creativity.
- ***The PSHE statutory guidance states 'Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.'***
- Pupils need regular opportunities to reflect on and identify what they have learned and what they need to learn next. Teachers also need to gauge pupils' progress and make informed improvements to their learning if required.

### **Mental Health and Wellbeing**

Teaching about mental health and emotional wellbeing as part of a comprehensive PSHE education curriculum is vital. It promotes pupils' wellbeing through an understanding of their own and others'

emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing pupils with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges. Finally, talking openly about mental health issues is an effective means of breaking down any associated stigma. The emphasis should always be on developing pupils' knowledge, understanding, skills, language and confidence to seek support, as needed, for themselves or others. They should understand when to seek help, what help is available, and the likely outcome of seeking support. As with any aspect of PSHE, learning about mental health must build up from early learning if it is to be most effective. With very young pupils, for example, rehearsing ways of asking an adult for help, and persevering if their requests are not listened to, lays the foundations for confidently accessing sources of support when they are older. With the high prevalence of mental health issues in society, even young children may be learning about emotional health through their own experiences.

Ground rules are fundamental to creating and maintaining a safe teaching and learning environment. Establishing a safe learning environment for both pupils and teacher is important for PSHE education lessons, especially those focusing on mental health and emotional wellbeing, as it:

- protects pupils from possible distress
- enables them to feel comfortable exploring values and attitudes
- enables them to express their own opinions and consider the views and opinions of others, without the fear of negative feedback.

Before teaching about mental health issues and emotional wellbeing, clear 'ground rules' should be established or reinforced, and the concepts of confidentiality and anonymity covered at the start of the lesson. Lead the way by modelling the ground rules in your own communications with the class.

Ground rules are most effective when they have been negotiated and agreed with pupils, (rather than imposed) and are:

- written in pupils' own words
- displayed in the classroom
- in some cases, physically signed by pupils (like an informal contract)
- monitored by pupils themselves
- followed consistently by the teacher as well as the pupils

The school will refer to the PSHE guidance on Teaching of Mental Health.

### **Inclusion**

At our school we teach PSHE to all pupils, whatever their needs and abilities. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress, through setting suitable learning challenges and responding to each child's different needs.

### **Foundation Stage**

PSHE is an integral part of the Early Learning Goals for Personal, Social and Emotional Education and Knowledge and Understanding of the World (KUW).

Links – this policy clearly links to our school policies on Relationships and Sex Education, Drug Education, Behaviour, Child Protection, SMSC, Confidentiality, Equal Opportunities, Bullying, Anti-Racist Education, CPD, Teaching and Learning.

**Conclusion** – We aim for pupils to develop a sense of their own worth and to be reflective about their experiences so that they will understand their responsibilities, rights and duties as individuals and members of communities.

### **Drugs**

#### **Definition – What is a Drug?**

A drug is a substance, which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This policy covers a range of drugs including medicines, volatile substances, alcohol, tobacco and illegal drugs.

#### **Rationale**

Current research indicates that drug use, both legal and illegal has risen amongst young people. As part of the school's care and welfare of the pupils, we believe we have a duty to inform and educate young people about drug use. Drugs are a reality in young people's lives; schools share responsibility with parents and the community to educate the pupils about the risks and consequences of drug use and

misuse and to encourage them to make healthy, informed choices by increasing knowledge, challenging attitudes and practising skills. We also believe that the misuse of any drugs by the members of the school community cannot be condoned and will be dealt with consistently and clearly with regard to the needs of the school and individuals concerned.

Fundamental to the school's values and practice is the principle of sharing the responsibility for the education of pupils with parents, keeping them informed and involved at all times. Effective communication and co-operation are essential to the implementation of this policy.

### **Aims and Objectives**

Drug Education in this school aims to enable all our pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes about drug use and developing and practising their decision-making skills. It also enables pupils to identify sources of confidential advice and support as school staff are unable to guarantee absolute confidentiality in serious cases of drug misuse.

Objectives are as follows:

- To provide pupils with knowledge and information about drugs; the positive and harmful effects they can have on peoples' lives
- To enable pupils to discuss moral questions related to drug taking and so provide a safe environment for young people to share their thoughts and ideas
- To help pupils to become more self-confident so that they are able to make sensible informed decisions about their lives
- To let pupils know what they should do if they come across drugs or are aware of other people misusing drugs
- To help pupils respect their own bodies and in so doing, reduce the likelihood that they will be persuaded to become involved in drug misuse
- To show that taking drugs is a moral issue and that choices about drugs are moral choices
- To ensure that all pupils are taught about drugs in a consistent manner, following guidelines that have been agreed by parents, staff and governors.

### **Guidelines**

All pupils at both Key Stages will follow an integrated drug education programme which is responsive to their needs and relevant to their age, experience and maturity. It will be delivered through the existing curriculum, mainly Personal, Social, Health and Citizenship Education and some aspects of Science

All Staff will be provided with adequate training and support to help them deliver effective drug education and respond to situations with consistency and sensitivity.

There is a procedure for the management of drug related incidents, agreed by the staff and governors, which all parents and pupils will be made aware of.

Teaching will be based on an understanding that a variety of approaches should be used.

The school works with outside agencies to provide relevant information and support.

The school has a policy for the administration of medicines that must be followed for everyone's safety.

The whole school is designated a Non-Smoking area.

### **Management of Drug Related Incidents**

The Headteacher is responsible for co-ordinating the management of drug related incidents.

Procedures:

Medicines – see policy on administration of medicines

Tobacco – see No Smoking Policy

Alcohol – no alcohol will be consumed during the course of a normal school day

Solvents – the school will ensure that potentially harmful substances are stored safely, and pupils supervised carefully in the event of them having to be used. The use of aerosol deodorants will not be allowed because of the potential risks to people with asthma or other bronchial problems.

Illegal substances – no illegal or illicit substances should be brought to school or used on school premises.

During Health and Safety checks, checks will be made to the site to ensure that drug paraphernalia, particularly syringes are cleared away.

Sanctions will be applied for

- Possession of any drug with the suspected intention to misuse
- Misuse of drugs on school premises
- Supplying/dealing drugs for the purpose of misuse

Staff conduct and drugs – the welfare of staff with a drug/alcohol problem is dealt with in accordance with NHSS which addresses the professional health and welfare needs of staff and ensures that arrangements are in place for appropriate occupational health advice and support.

## **Conclusion**

This policy should be read in conjunction with the following policies – Medicines, No Smoking, Child Protection and Safeguarding and Discipline.

The effectiveness of the Drug Education Policy will be monitored and evaluated through recording the number of drug related incidents and the school's response and the assessment of knowledge levels, awareness of risk and harmful effects and attitudes of pupils and parents.

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