



Kingsway Infant School

Personal Social and Health Education (PSHE) and Relationships, Sex and Health Education (RSHE) Policy

Personal Social and Health Education (PSHE)

PSHE (Personal, Social and Health Education) is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole school approach, PSHE develops the qualities and attributes children need to thrive as individuals, family members and members of society. *(PSHE Association 2014)*

PSHE promotes the spiritual, moral, cultural, mental and physical development of children at school and of society and prepares children for the opportunities, responsibilities and experiences of later life. *(Section 78 of the Education Act 2002 and the Academies Act 2010)*

Statutory Relationships, Sex and Health Education (RSHE)

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulation (2010) made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools with the exception of Independent schools. Personal and Social Health and Economic Education (PSHE) continues to be compulsory in Independent Schools” (DFE Guidance p.8).

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This prevents many positive and enriching opportunities, but also challenges and risks. In this environment, young people need to know how to be safe and how to manage their academic, personal and social lives in a positive way. This is the reason we have made Relationships Education compulsory in all primary schools in England as well as making Health Education compulsory in all state funded schools”

“In Primary Schools we want the subjects to be put in place the key building blocks of healthy, respectful relationships focussing on family and friendships in all contexts, including online. This will sit alongside essential understanding of keeping healthy. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others wellbeing and attainment and help young people to become successful and happy adults who make meaningful contribution to society” (Secretary of State Foreword DFE guidance 2019 p4-5).



“Schools are free to determine how to deliver the content set out in the DFE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons” (All schools must have a written policy for Relationships Education and RSHE, DFE Guidance p11).

At Kingsway Infant School, we are committed to the teaching of PSHE with RSHE (Relationships and Health Education) taught as an integral part of the school’s PSHE programme at an age appropriate level.

The following documents and non-statutory guidance were consulted during the writing of this policy:

- *The Sex and Relationship Guidance – DFEE 2019/2020*
- *Academies Act 2010*
- Keeping Children Safe in Education
- Respectful School Communities: Self review and Signposting Tool (Tool supporting whole school approach promoting respect and discipline)
- Behaviour and Discipline in Schools (advice for schools ,including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND Code of Practice 0-25 (Statutory Guidance)
- Mental Health and Behaviour in Schools (Guidance for Schools)
- Preventing and Tackling Bullying (advice for schools including cyber bullying)
- Peer on Peer abuse – (Advice for schools within Keeping Children safe in Education)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC (guidance for maintained schools on promoting basic important British Values as part of pupils spiritual moral, social and cultural development
- *Every Child Matters 2005 Education Act 2002 section 78*
- *Children Act 2004*
- *Education and Inspections Act 2006*
- *Education Act 2002*
- *Section 78 of the Education Act 2002 and the*
- *Supporting personal and social development – guidance for all schools HIAS 2001*
- *Drugs: guidance for schools – DFEE 2004*



INTENT

- PSHE/RHSE curriculum at Kingsway Infant School is based on promoting the spiritual, moral, cultural, (SMC) emotional and physical development of all children leading to responsible and balanced lives.
- Provides opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- Give ALL children the opportunity to make a positive contribution as citizens in modern day society.
- Make pupils aware of the need to take responsibility to develop a healthy lifestyle and keep themselves and others safe.
- To acknowledge that children need to develop effective and fulfilling relationships and learn to respect differences in society.
- To provide pupils with the skills and abilities as they grow that will prepare them for the responsibilities and experiences of adult life.
- Encourage children to develop their self-esteem, confidence and responsibility in order to make the most of their abilities.
- To promote the development of interpersonal skills vital to enhancing self-worth and raising achievement of all pupils.
- To ensure the safety and emotional wellbeing of the whole school community is paramount.
- To understand and acknowledge the whole school community plays an important part in developing and maintaining a positive school culture.
- To teach young people the importance of self-respect, respect for others and to move with confidence from childhood through adolescence into adulthood.

IMPLEMENTATION

Teaching and Learning

At Kingsway Infant School, we teach PSHE and RSHE in a variety of ways. Some of the objectives are taught in dedicated weekly PSHE lesson time whilst many are covered through other areas of the school's curriculum e.g. RE, Assemblies, Science and the attitudes and expectations of behaviour promoted by adults in the school. A spiralling curriculum allowing themes to be re-visited and developed further throughout each year group.

We aim to offer children opportunities and experiences to develop self-esteem, responsibility and to achieve outside the classroom e.g. assemblies, school councillors, school trips and inter-school events. These may include:

- Inviting people from the wider community and other cultures to contribute to the teaching of PSHE.
- Offering a wide range of activities that address different learning styles in order to support the teaching and learning of PSHE.
- Seeking the skills of outside agencies to provide advice and input regarding more specialist PSHE matters e.g. PCSO visits.



- Managing and organising teaching in order to deliver content and address issues in a way that is appropriate for the subject matter e.g. whole or small classes, age related or single sex groups or one-to-one.
- Celebrating individual and group achievements both within and outside the school environment.
- Ensuring that appropriate and relevant training is provided to all staff involved in the delivery of subjects that are of a sensitive nature.
- Each class teacher will aim to allocate a minimum of 30 minutes each week to PSHE/SEAL.
- Ensuring that PSHE provision is maintained to a high standard by regular monitoring and evaluation in terms of content, teaching techniques and resources. This will be carried out through lesson observation, work sampling and discussion

Kingsway Infant School uses a scheme of work called JIGSAW to teach the majority of the PSHE/RSHE curriculum. This is based around six key themes linked to health, well-being, self-confidence and self-esteem, safeguarding and celebrating diversity.

The Scheme ensures teachers have access to up to date teaching materials that link to modern day society and the personal, social and emotional development of pupil's. Resources, materials and a variety of shared books, video clips, songs and assemblies allow the opportunity for discussion and reflection using mindful approach to developing awareness in each of the six themes for a half termly puzzle piece. The Jigsaw Scheme is aligned to the PSHE Association Programmes.

Jigsaw covers all areas for the primary phase including statutory Relationships and Health Education. The table below shows the learning themes for each half-termly puzzle piece. For each puzzle piece learning deepens and broadens at an age appropriate and developmental level as pupils' progress each year through the scheme.

Each half-termly plan has two learning intentions. One based on specific PSHE learning (covering PSHE education and framework and enhanced to address children's needs today) and the other is based on emotional literacy and social skills (covering elements of the SEAL learning intentions), however this may be adapted alongside our schools' assessment of children needs. The enhancements mean that the scheme of work is relevant to children living in today's world as it helps them to understand and be equipped to cope with such issues as internet safety, cyber bullying, homophobic bullying and body image. The scheme is also relative to Government initiatives such as Mental Health and Wellbeing in Schools, British Values, Prevent and Ofsted.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in My World,	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changes
Includes understanding my own identity and how I fit in the class, school and global community.	Includes material on Anti Bullying and understanding.	Includes goal setting, aspirations, who do I want to become and how will I contribute to society. Teaches values such as self-belief and determination	Includes self-esteem and confidence as well as healthy lifestyle choices - sleep, nutrition, rest and exercise.	Includes understanding friendships, family, and other relationships, conflict resolution, and communication skills, bereavement and loss.	Includes learning about their bodies and stages of birth to adulthood using age appropriate materials and resources. Including how to keep their bodies safe and protected from harm.

Equal Opportunities

All children, parents, carers and staff are provided the opportunity to take an active role in planning and implementing PSHE related activities.

The DFE Guidance 2019 (p.15) states "Schools should ensure that the needs of all pupils; are appropriately met and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics

At Kingsway Infant School, we promote respect for all and value every individual. We respect the rights and beliefs of others within our community.

Leadership - Role of the PSHE/RHSE Co-ordinator

The subject leader should:

- offer support and advice where necessary for the implementation of the subject.
- be an approachable source of information in planning, monitoring, teaching and learning.
- manage resources and information about the subject area.
- review samples of work e.g. photographic evidence, look at planning files and work alongside colleagues when required.
- keep colleagues abreast of curriculum changes, training and trends.
- monitor the teaching and learning through discussions with pupils, staff and and Governors



- maintain the subject leader's file.
- carry out learning walks and observations.

IMPACT

All children at Kingsway Infants will benefit from the teaching of this curriculum and know how to keep themselves and others safe. Children will have respect for each other and themselves, respect and take into account the views and opinions of others. Children will learn to develop their emotional resilience and have an understanding of life in modern day society.

Assessment and Monitoring

Every half term children will use their Jigsaw Journals to reflect on their learning with their class teachers. Teachers will use the attainment descriptors accompanying the scheme for each of the six Jigsaw pieces, to assess and monitor pupil's progress in PSHE. This is then be passed to the PSHE/RHSE Co-ordinator who will look at the assessments to address misconceptions and plan further support or interventions (e.g. Learning Mentor support, Nurture support or small group work, Therapeutic approaches).

The assessment of PSHE is an ongoing process and we recognise that, at times, specific issues or topics of discussion may occur within a class. In this situation, the class teacher will organise individual/small group and or whole class activities to support children in this matter. Any sensitive issues arising or causes for concern will initially be addressed on an individual basis by the class teacher, which may then be referred to the Headteacher, Deputy and where necessary may involve discussions with parents/carers.

It is the role of the PSHE/RHSE Co-ordinator to ensure that staff feel and are comfortable delivering these sessions and with situations that may arise within them.

This document should be read in conjunction with the following policies:

- Accessibility Plan
- Behaviour and Anti-Bullying
- Children Looked After
- Child Protection
- Collective Worship
- Inclusion & Special Educational Needs & Disability
- Intimate Care
- Kingsway Infant School Prospectus
- Medication
- Physical Education
- Religious Education
- Safeguarding Children
- Science

See Appendices for Drug Education and Management of Drug Related Incidents in School Policies.



Appendix 1

Kingsway Infant School

Drug Education and the Management of Drug Related Incidents in School

Terminology

The definition of a drug by the United Nations Office on Drugs and Crime is:

“A substance that people take to change the way they feel, think or behave.”

The substances covered by this policy are:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- All legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrates (known as poppers).
- Any over the counter and prescription medicines, which have not been used or dealt with in a way, that is in line with the schools Medication Policy.
- The term ‘in school’ is taken to mean on school premises, including buildings and grounds. The Headteacher’s jurisdiction can extend beyond the school gates when a pupil has a connection with the school, for example, when wearing school uniform or travelling on school transport. This policy also applies to off-site activities, visits and school trips, including those abroad.
- The term ‘whole school community’, to which this policy applies, is taken to mean children, staff, parents, carers, Governors and visitors to the school.

Rationale and Aims

The aim of the school drug policy is to:

- clarify Kingsway Infant School’s approach to drugs for the whole school community
- provide guidance on developing, implementing and monitoring the drug education programme.
- provide a basis for evaluating the effectiveness of the school drug education programme.
- reinforce the role of the school in contributing to local and national strategies.
- enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved.
- ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school.

Kingsway Infant School is committed to the health and safety of all its members and will take appropriate action to safeguard their well-being. Young people are confronted by challenges, temptations, and risks to health and well-being through the increased exposure to illegal drugs. The staff and Governors are strongly opposed to the misuse of drugs by members of the school and the illegal supply of these substances and will not tolerate the supply or use of illegal and unauthorised drugs within school.

As part of its care for the welfare of children, the school believes it has a duty to inform and educate young people on the consequences of substance use and misuse. Children need to know that all drugs have the potential to cause harm; that using drugs in combination can increase the risk; and that both legal and illegal drugs are addictive.



Appendix 2

Kingsway Infant School

Drug Education Policy

Kingsway Infant School is committed to the teaching of Drug Education.

To provide high quality drug education we will:

- raise awareness of the whole school community that drug misuse is harmful and can be addictive
- inform that drug/substance misuse can include alcohol, smoking, psychoactive substances, illegal drugs and medicines.
- ensure that topics and issues covered are appropriate to the age/maturity and local circumstances of the children and are revisited over time
- allow children to engage in discussion and debate about drug related issues and have their views and opinions listened to (lessons and school council assemblies) and 1:1 situations where appropriate.
- make parents/carers aware of the approach and rationale for drug education within school
- provide parents/carers with information on drug education/awareness and prevention at both a local and national level in order for them to support their children effectively.
- ensure that all parties are aware before a discussion takes place that unconditional confidentiality will never be given (see Confidentiality Policy).



Appendix 3

Kingsway Infant School

Management of Drug Related Incidents in School Policy

Kingsway Infant School takes an active stance with regard to the possession, use and supply of illegal and other unauthorised drugs and outlines the procedures to enable specific incidents of drug abuse and misuse to be dealt with consistently and effectively.

Responsibility for the Management of Drug Related Incidents

All concerns and suspected incidents must be passed to the Headteacher, they will be recorded in order to identify patterns of behaviour enabling action to be taken and support offered.

Definition of a Drug Related Incident

- Incidents are likely to involve suspicions, observations, disclosures and discoveries of situations involving illegal drugs and unauthorised drugs. These could be:
- Drugs or associated paraphernalia are found on the premises.
- A pupil demonstrates an inappropriate level of knowledge of drugs for their age.
- A pupil is found in possession of drugs or associated paraphernalia.
- A pupil is found to be supplying drugs on school premises.
- A pupil, parent, carer, visitor, Governor or staff member is thought to be under the influence of drugs.
- A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area.
- A pupil discloses that they or a family member/friend is misusing drugs.
- Dealing with medical emergencies involving drugs.

The utmost priority is placed on the safety of those involved. Medical emergencies will be met with first aid and summoning of help before addressing any further issues. ***If there is any doubt, medical assistance should be sought immediately.***

Establishing the Nature of Incidents

Those involved should be separated from the incident, as they will have the opportunity to say what has happened. This will be listened to in a sensitive manner and any questioning will be open ended. A second adult witness will be present at all times. The Headteacher will inform, consult and involve others as necessary. A range of factors will be relevant and will be explored to determine the seriousness of the incident, the needs of those involved and the most appropriate response. If during the course of the investigation, the Headteacher decides that the Police, Social Services or other safeguarding authorities should be involved any further questioning will be left to a Police Officer.

Searching

For all searches, consent should be sought and a second adult witness should be present.

- Parents/carers should be contacted by the school after any search involving children, regardless of whether the search is positive or negative.
- Personal searches – if a person is suspected of concealing an illegal or unauthorised drug every effort should be made to persuade the person to voluntarily hand this over, for example, asking them to turn out their pockets.
- This should be done in the presence of a second adult witness. If the person refuses and the drug is thought to be illegal the Headteacher will decide if the Police should be



called to conduct a personal search. In the case of a pupil, parents/carers should be informed as soon as possible.

- There must be reasonable grounds to suspect that the person is in possession of an illegal substance for any Police Officer to conduct a search.
- A member of staff should never carry out a personal search.

Searches of School Property (including children's pegs and trays)

Staff may search school property if they suspect drugs to be stored there. Consent should be sought but the individual should be made aware that if they refuse the school may still proceed with the search. Care should be taken to balance the likelihood that an offence has taken place against the risk of infringing the child's privacy without just cause.

Searches of Personal Property

Searches of personal property should never be carried out without consent. This includes personal property within school property i.e. a pencil case within a tray. If consent is refused parents/carers can be notified in order to persuade their child to give consent.

Taking Temporary Possession of and Disposal of Suspected Illegal Drugs

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug.

Staff should:

- ensure that a second adult witness is present throughout.
- seal the sample in a plastic bag and include details of the date and time of seizure/find and witness present.
- pass the sample to the Headteacher or senior member of staff to store in a lockable container within a secure location only accessed by senior members of staff.
- immediately notify the Police who will make arrangements for collection.
- record full details of the incident including the Police Incident Reference Number (this information will be stored in a secure place).
- inform parents/carers unless it is agreed that this would jeopardise the safety of the pupil.
- not attempt to analyse or taste any unknown substances.

Confiscation and Disposal of other Unauthorised Drugs

A second adult witness should always be present.

- Alcohol and tobacco – Parents/carers should be informed that confiscation has taken place and can be collected from school within 24 hours or items will be disposed of.
- Volatile Substances - Given the level of danger posed by volatile substances the school will arrange for their safe disposal. Small amounts can be placed in a bin to which the children do not have access.
- Medicines – Parents/carers should collect and dispose of unused or date expired medicines (see Medication Policy)

Disposal of Drug Paraphernalia

Needles or syringes found on school premises should be placed in a rigid secure container using gloves. This will then be collected by the appropriate service. **They should not be placed with domestic waste.** The incident should be recorded and passed on to the Headteacher.



Response to Incidents

Any response will aim to balance the needs of the individual with those of the wider school community and to provide children with the opportunity to learn from their mistakes. The school will consider each incident individually and recognises that a variety of responses will be necessary to deal with incidents as they occur. The school reserves the right to deploy the full range of sanctions including Permanent Exclusion.

The Role of the Police

Kingsway Infant School has a partnership of trust with the Police and is able to contact them to discuss a case and ask for advice without needing to divulge a pupil's name.

- Legal drugs – The Police do not need to be notified of incidents involving legal drugs, however, trading standards and the Police need to be informed about any inappropriate sale of tobacco, alcohol or volatile substances to children in the local area.
- Illegal drugs – although there is no legal obligation to report an incident involving drugs to the Police, Kingsway Infant School, as a matter of course will liaise closely with the Police if incidents occur.
- There may be a very small number of incidents where the Police need to take action irrespective of agreed protocols and wishes of the school.

Co-operation with Parents and Carers with Relation to Drug Related Incidents

- Informing parents and carers – any incident involving illegal or unauthorised drugs will involve the pupil's parents/carers being notified at the earliest opportunity. Parents/carers will be given an explanation as to how the school intends to respond to the incident and to the pupil's needs.
- Where the school suspects that to do this may put the pupil's safety at risk or if there is any other concern for the pupil's safety at home, greater caution will be taken.
- Parents/carers are encouraged to approach the Headteacher if they are concerned about any issue related to drugs and their child. The school will work together with the parents/carers to support those involved through the help and advice of relevant outside agencies (see Safeguarding Policy).

Adults under the Influence of Drugs or Alcohol on School Premises (always involve another adult as a witness at each stage of the process)

- When dealing with adults under the influence of drugs or alcohol school premises a calm atmosphere must be maintained.
- If staff have concerns about discharging children into the care of a parent/carer, they should report to the DSP and alternative arrangements can be made.
- Where the behaviour of the parent/carer under the influence of drugs places the child at risk or the parent/carer becomes abusive or violent, staff will then consider whether to invoke Child Protection procedures and/or the involvement of the Police.

Public Liaison

The Headteacher will take responsibility for liaison with the media. As the issue of drug abuse is an emotive one, and is likely to generate interest from local and national media, the school will take appropriate advice and guidance from the HCC Communications and Legal Departments to ensure that any reporting of incidents remains in the best interests of the children, their families and the school as a whole.