



PSHE, RSE and Drugs Policy

(Personal, social, health and economic education, Relationships and sex education and Drugs education and misuse policy)

October 2024

Version 2.2

Approved: 24.10.24

Date of next review: October 2026

1 Introduction

1.1 At Sonning Common Primary School, we regard personal, social, health and economic (PSHE) education as an important component of the whole curriculum. We believe that the promotion of health and social & emotional well-being are central to the life of the school and its relationships with the wider community. At Sonning Common Primary School, we aim to provide a broad and balanced curriculum which:

- *Promotes the spiritual, moral, cultural, emotional, social and physical development of pupils at the school and in society.*
- *Prepares pupils for the opportunities, responsibilities and experiences of adult life.*
- *Acknowledges and informs pupils about their rights as children and their responsibility for the rights of others.*
- *Provides sound information about keeping healthy and safe, both emotionally and physically.*

1.2 PSHE education is concerned with:

- *The social, emotional and physical well-being of the individual.*
- *The responsibility of the individual towards others and the environment.*
- *The understanding of the physical, emotional, spiritual, environmental, cultural and social influences that shape the community and the interactions of individuals within it.*
- *The holistic model of personal and social development, which encourages the making of healthy choices.*
- *Ensuring pupils understand the term equality and know what this means for how they treat others*

1.3 Within PSHE education, we recognise:

- **Health Education** involves engaging the children in activities that promote their physical well-being, such as exercise, daily living, fresh air and exploration both in and out of school.
- **Citizenship** involves encouraging children to take a responsible role in society. It includes developing the children's awareness of their personal safety and the processes by which they can seek help and information, as well as learning the behaviour expected of them as members of society.
- **Drug Education** involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs.
- **Sex and Relationship Education (RSE)** as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction.

1.4 Sonning Common Primary School is a 'Values' led community, with a life skills approach intended to enhance self-esteem, communication skills, appropriate behaviour, values clarification and considered decision making.

2 Aims

2.1 In our school, we will aim through implicit and explicit learning experiences to:

- *Develop an awareness of social, economic, political and ecological issues.*
- *Nurture mutual trust and respect between individuals and groups.*
- *Develop understanding and tolerance.*
- *Encourage the development of informed and responsible healthy life choices.*
- *Develop positive attitudes towards health.*
- *Foster self-respect and self-esteem among all members of the community.*
- *Give opportunities for children to experience awe and wonder.*
- *Prepare pupils for the opportunities, responsibilities and experiences of adult life.*
- *Educate pupils about the issues in our community and how they can keep themselves safe.*
- *Develop an understanding of fairness and equality within our school and beyond*

2.2 Pupils will be given frequent and regular opportunities to consider their own and other's feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside our school programmes, are essential for health education. PSHE must be related to the real world and the children's own experiences.

2.3 There is a designated PSHE subject leader to oversee planning in the school. The coordinator will be responsible for informing the rest of the staff about new developments and, where appropriate, for organising (and providing) appropriate training. The coordinator will advise colleagues on resources to aid planning and to use in the classrooms (including visits and visitors). Resources for PSHE are stored centrally in the coordinator's classroom. The coordinator will monitor the curriculum and will report to the Head teacher/governors with regard to the school's development plan. The coordinator will attend Partnership and Network meetings and participate in relevant training.

3 Syllabus

3.1 In 2019 the Department for Education published statutory guidance about what should be covered in schools in terms of Relationships and sex education (RSE) and health education.

3.2 This guidance listed a number of target statements for the end of primary school which fell under the following headings for RSE: Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe.

3.3 For Health education the target statements fall under the following headings: Mental wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid, Changing adolescent body.

4 National curriculum

4.1 Children will be taught PSHE and RSE at SCPS in a way that ensures progression of skills, and follows a sequence to build on previous learning. This is ensured by using Kapow Primary's PHSE & RSE scheme of work.

5 Scheme of work

5.1 SCPS uses the PHSE and RSE scheme of work built by Kapow Primary. Its scheme of work fulfils the statutory requirements outlined in the National Curriculum (2014). The National Curriculum for PHSE and RSE aims to ensure that all pupils develop knowledge and skill to:

- *Value different family structures*
- *Create and maintain positive friendships*
- *Develop safe and respectful relationships*
- *Understand the changes that take place during puberty*
- *Promote good health and carrying out first aid*
- *Learn to make independent choices and not be influenced by others*
- *Operate safely in a digital world*

6 Inclusion

6.1 We ensure that the curriculum is available to all pupils, with equal appropriate access regardless of sex, race, religion or ability.

7 Role of the Subject Leader

7.1 The Subject Leader is responsible for the monitoring and development of the subject throughout the school.

7.2 This includes:

- *Providing an ambitious curriculum accessible to all learners.*
- *Ensuring that curriculum develops cumulatively sequenced knowledge and skills.*
- *Communicating long- and medium-term planning and providing the rationale for content choices and sequencing where necessary.*
- *Ensuring that teachers can exhibit good knowledge of the subjects they teach by providing support where necessary.*
- *Ensuring that teachers make effective use of assessment.*
- *Resourcing and ordering equipment where necessary.*

8 Staff training

- 8.1 Staff will be encouraged to attend courses and review resources. The Subject Leader will have access to specific training to support and develop their role.

9 Dissemination

- 9.1 The Policy is available on the school web site and a paper copy is available from the school admin office on request.

10 Reviewing the Policy

- 10.1 This policy will be reviewed bi-annually by the Subject Leader and monitored by the Link Governor to ensure that the Policy is relevant and up to date.