

**All Saints CE (VC) First School,
Busy Bees Nursery & Kingfisher
Club**

Policy on

**Personal, Social, Health and Economic Education
(PSHE)**

**Including: Relationships and Sex Education (RSE) and
Drug Education**

Date: February 2026

To be reviewed: February 2028

1. Purpose of the Policy

This policy outlines how Personal, Social, Health, Economic Education (PSHE) including Drug Education and Relationships and Sex Education (RSE) is taught at our school. It sets out the curriculum intent, implementation and impact and demonstrates how the school supports pupils to develop the knowledge, skills and attitudes needed to stay safe, healthy and prepared for life in modern Britain.

2. Curriculum Intent

Our PSHE curriculum is ambitious, inclusive and age appropriate. It is designed to support pupils' personal development and wellbeing and to enable them to become confident, respectful and responsible members of society.

Using the **ENTRUST PSHE scheme of work**, we intend that pupils:

- Develop a secure understanding of relationships, including friendships and family life
- Learn how to keep themselves safe, healthy and emotionally well
- Develop self-awareness, resilience and emotional literacy
- Understand and respect diversity, difference and equality
- Learn how to make informed choices and manage risk
- Develop an age-appropriate understanding of economic wellbeing

The curriculum is carefully sequenced so that learning builds progressively and revisits key themes as pupils mature.

3. Statutory Context

PSHE at our school:

- Meets the requirements of the **Relationships Education statutory guidance (DfE)**
- Is aligned with the **EYFS Statutory Framework**
- Supports safeguarding, behaviour, attendance and personal development priorities
- Contributes to pupils' spiritual, moral, social and cultural (SMSC) development

Relationships education is taught in line with statutory guidance and is appropriate to the age and developmental stage of pupils.

4. Curriculum Implementation

PSHE is taught using the **ENTRUST PSHE scheme of work**, which provides a comprehensive, progressive and well-structured curriculum from early years through to Year 4.

It will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete curriculum time
- Cross Curricular opportunities
- Acts of Worship
- Visitor input
- Enrichment opportunities
- Weekly Picture News discussions
- Philosophy for Children opportunities (EYFS)

PSHE education is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHE education has an equal priority with other learning.

Teaching and Learning

As PSHE education perhaps more than any other subject, works within the real-life experiences of children and young people it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions and role-play.
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children and young people sensitively
- Building on children and young people's knowledge and experiences
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- Providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge
- Allowing time for children and young people to reflect and consolidate their learning
- Having high expectations of children and young people's achievement and behaviour
- Providing differentiated learning opportunities for children and young people with special educational needs

Curriculum Content

The PSHE education programme has been developed using identified children and young people's needs and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHE education is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

<u>Year A</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Early Years Foundation Stage - Reception	<u>Me and My School</u> <ul style="list-style-type: none"> • Who is in my class • Adults in school • My classroom • The school building <u>Me and My Relationships</u> <ul style="list-style-type: none"> • Being a good friend 	<u>Me and My Safety</u> <ul style="list-style-type: none"> • Safety in the classroom • Safety in school • Safety in the playground • People who help us keep safe <u>Happy and Healthy Me</u>	<u>Me and Other People</u> <ul style="list-style-type: none"> • Celebrating special events • Same and different <u>Me in the World</u> Transition <ul style="list-style-type: none"> • School Council

	<ul style="list-style-type: none"> Who is in my family Different types of family 	<ul style="list-style-type: none"> Hand washing Healthy eating Teeth Medicines Being happy 	<ul style="list-style-type: none"> New experiences in year 1 Summer holidays including safety in the wider world
Year 1 & 2	<u>Me and My School</u> Class rules School Council <ul style="list-style-type: none"> Making choices Compromise Skills of a representative Own skills in relation to School Council Class meetings <u>Me and My Relationships</u> <ul style="list-style-type: none"> Valuing themselves Family – different types Friendship skills Good and bad friendships Making choices 	<u>Me and My Safety</u> Safe and unsafe: - <ul style="list-style-type: none"> Things e.g. medicines and household substances Places e.g. roads People i.e. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises <u>Happy and Healthy Me</u> <ul style="list-style-type: none"> Body parts Personal hygiene Spread of germs and diseases Balanced diet Healthy lunchbox 	<u>Me and Other People</u> <ul style="list-style-type: none"> Similarities and differences between boys and girls Different types of families Race and religion <u>Me in the World</u> Pets and animals <ul style="list-style-type: none"> Likes and dislikes Right and wrong Needs of animals Fair and unfair Human needs
Year 3 & 4	<u>Me and My School</u> <ul style="list-style-type: none"> Class rules New challenges Valuing themselves School Council <u>Me and My Relationships</u> <ul style="list-style-type: none"> What makes a good friend? Falling out 	<u>Me and My Safety</u> <ul style="list-style-type: none"> Safety in school Responsibilities for my safety and the safety of others E safety <u>Happy and Healthy Me</u> <ul style="list-style-type: none"> What keeps me healthy? What can make me ill – bacteria and viruses Drugs – medicines and Tobacco Good and bad habits 	<u>Me and Other People</u> <ul style="list-style-type: none"> Similarities and differences Communities including Britain Respect and tolerance <u>Me in the World</u> <ul style="list-style-type: none"> Managing money Good value Resource allocation

Year B	Autumn	Spring	Summer
Early Years Foundation Stage - Reception	<u>Me and My School</u> <ul style="list-style-type: none"> Who is in my class Adults in school My classroom The school building <u>Me and My Relationships</u> <ul style="list-style-type: none"> Being a good friend Who is in my family Different types of family 	<u>Me and My Safety</u> <ul style="list-style-type: none"> Safety in the classroom Safety in school Safety in the playground People who help us keep safe <u>Happy and Healthy Me</u> <ul style="list-style-type: none"> Hand washing Healthy eating Teeth Medicines Being happy 	<u>Me and Other People</u> <ul style="list-style-type: none"> Celebrating special events Same and different <u>Me in the World</u> Transition <ul style="list-style-type: none"> School Council New experiences in year 1 Summer holidays including safety in the wider world
Year 1 & 2	<u>Me and My School</u> Class rules <ul style="list-style-type: none"> why have rules School Council <ul style="list-style-type: none"> How it works 	<u>Me and My Safety</u> <ul style="list-style-type: none"> Medicines Identifying risks and ways to stop accidents happening 	<u>Me and Other People</u> <ul style="list-style-type: none"> My identity Groups belong to Bullying

	<ul style="list-style-type: none"> • Role of a representative • Class council meeting <p>Feelings</p> <ul style="list-style-type: none"> • Name feelings • Dealing with feelings including negative ones <p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> • Working together • Behaviour and impact on others • Resolving conflict • Teasing and bullying • Changing relationships 	<ul style="list-style-type: none"> • People who help us • Road safety – keeping safe near the road and in the car <p><u>Happy and Healthy Me</u></p> <p>My body</p> <ul style="list-style-type: none"> • Parts of the body • Changing needs • Influences on health and wellbeing • Likes and dislikes • Consequences of choices • Emotional health 	<p><u>Me in the World</u></p> <p>Local area</p> <ul style="list-style-type: none"> • Positive and negatives of the local area • Discussion • Role in improving area <p>Money</p> <ul style="list-style-type: none"> • Sources of money • Uses of money • Keeping money safe • Making choices
Year 3 & 4	<p><u>Me and My School</u></p> <ul style="list-style-type: none"> • Class rules • Role of School Council rep • Jobs on the School Council • Class council • My strengths and weaknesses <p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> • Feelings of other people • Developing relationships • Different types of relationships • Puberty 	<p><u>Me and My Safety</u></p> <ul style="list-style-type: none"> • What is risk • Road Safety • Pressure • Safe and unsafe touches <p><u>Happy and Healthy Me</u></p> <ul style="list-style-type: none"> • Balanced diet • Impact of healthy diet • Making choices 	<p><u>Me and Other People</u></p> <ul style="list-style-type: none"> • My identity • My community – school and local • Similarities and differences in community <p><u>Me in the World</u></p> <ul style="list-style-type: none"> • Rights and responsibilities • Rights of the Child • Jobs and duties

Resources

Resources, which support this area of the curriculum, will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE education.

5. Curriculum Impact

The impact of our PSHE curriculum is evident in:

- Pupils who can talk confidently about relationships, feelings and wellbeing
- Pupils who demonstrate respect for others and an understanding of diversity
- Positive behaviour, attitudes to learning and social interaction
- Pupils who know how to keep themselves safe and seek help when needed
- Pupils who show increasing independence, resilience and emotional regulation

By the end of Year 4, pupils are well prepared for the next stage of their education, having developed the personal and social skills needed to thrive in Key Stage 2 and beyond.

6. Assessment, Recording and Reporting

Self-assessment is an important part of learning in PSHE and the children will have opportunities to reflect on their own learning and personal experiences throughout the units. The process of assessment has a positive impact on children and young people's self-awareness and self-esteem.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the school's assessment policy.

The reporting of individual achievement and progress will include skill development and values and attitudes as well as knowledge and understanding. Progress in these areas will be reported through written reports to parents.

7. Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE education.

The PSHE curriculum is monitored through:

- Lesson visits and learning walks
- Pupil voice
- Staff feedback
- Monitoring of class floor books
- Behaviour and safeguarding records

8. External Agencies

The school leads the programme but outside visitors have a role to support learning (e.g. NSPCC).

9. Safeguarding

Teachers and other adults involved in PSHE education will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is available from the school's Designated Safeguarding Lead who is Mrs K Devenport and the Deputy Designated Safeguarding Leads, Mr D Elliott-Hancock and Mrs C Griffin.

Where an adult believes a child may be at risk the Designated Safeguarding Lead or deputies must be consulted before any further action is taken.

10. Confidentiality

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. school nurse/health adviser
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

11. Pastoral Support

As part of the school pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable.

Additional support includes:

- Additional support available for more vulnerable pupils, e.g. wellbeing interventions.
- Arrangements for pastoral support programmes including support agencies e.g. Autism Outreach.

Our school seeks to work in partnership with parents and carers to provide effective PSHE education and support for children and young people. The school's PSHE education programme endeavours to complement and support parent's and carer's roles.

12. Communication/Dissemination of the Policy

The policy will be disseminated in the following ways:

- The policy is freely available on request to the entire school community.

- A copy of the policy can be found on the school website.

Relationships and Sex Education (RSE)

Rationale

Effective relationship and sex education is essential if children and young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in PSHE education.

Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects.

All schools are required to have a policy about Relationships and Sex Education

Aim

To give children and young people the opportunity to:

- Learn about physical, moral and emotional development.
- Learn about the importance long-term relationships for family life, stable and loving relationships, respect, love and care.
- Learn how to stay safe and how to report feelings of being unsafe.
- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Curriculum Content

RSE has three main elements:

1. **knowledge and understanding**
2. **personal and social skills**
3. **attitudes and values**

Taken from 'Sex and Relationships Education Guidance', DfEE 2000.

The table below summarises relationships and sex education (RSE) content in the Entrust Scheme of work.

<u>Year</u>	<u>Theme</u>	<u>Key Concepts</u>	<u>Vocabulary</u>
Reception	Me and my Relationships	Friends Families	Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, step dad, brother, sister, grandparent, auntie, uncle, cousin
Year 1 & 2	Happy and Healthy Me	Parts of the body Changes from baby to adult What can we do now and what can we do in the future	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager, elderly, change, needs, grow and develop
	Me and My Relationships	Types of families Special people Friends Making choices	Family, relationship, different, similar, respect, care, love, look after like, trust, share, listen, help, talk, kind, good friend and choice
	Happy and Healthy Me	Parts of the body Germs and diseases	Nipples, vulva, penis, testicles, clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist
	Me and My Relationships	Getting on with others Dealing with conflict Teasing and bullying Changing relationships	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change,

			loss, happy, sad, angry, remember, talk and share
	Me and My Safety	Keeping safe in relation to people Surprises and secrets	Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop
	Me and Other People	Differences between boys and girls (not physical) Gender stereotypes Stonewall – Same Love Different Families	Boy, girl, male, female, family, same, different and similar
Year 3 & 4	Me and My Relationships	Differences between boys and girls (physical, emotional and social) Families Choices Friendships Arguments Choices and influences	Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue, penis, testicles, breasts, vulva, vagina, womb, male, female, boy, girl, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and step dad
	Me and My Safety	Physical contact – acceptable and not acceptable Dealing with physical contact NSPCC PANTS resource	Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret and surprise,
	Happy and Healthy Me	Illness Spread of disease	Bacteria, virus, germs, ill, unwell, spread stop and hygiene
	Me and My Relationships	Life cycles in animals Changes experienced Introduction to puberty Feelings and emotions Good and bad touches Private parts Scenarios around physical contact Bad secrets Loss Violence in relationships	Life cycle, grow, change, mature, develop puberty, body processes, inevitable, grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable feelings, lost, separated, died, relief, regret, remember, support, share, violence, enemy and responsibility
	Me and My Safety	Hazards online including relationships on line	On line, passwords, personal information, CEOP button and secret

The National Curriculum Science Year 2 Programme of Study (statutory requirement) for **Animals, including humans** states that pupils should be taught to notice that animals, including humans, have offspring which grow into adults. The non-statutory notes and guidance state that pupils should be introduced to the processes of reproduction and growth; they should not be expected to understand how reproduction occurs.

Right to Withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education that our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory

National Curriculum Science lessons. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

Alternative teaching arrangements for children whose parents have chosen to withdraw them from SRE will be provided.

Needs of children and young people

Provision of support for:

Menstruation

There is availability for the disposal of hygiene products.

A supply of hygiene products is available from the staff in Rowan Class.

Some children and young people will be more vulnerable than their peers e.g. non-attenders, SEN and children in care.

Head teacher, SENCO, teachers and TAs will be available to discuss needs and offer guidance and support as required.

Referral and External Support

The school has access to the following support via their individual referral routes or through the completion of an Early Help Assessment:

- Education Safeguarding Advice Service
- Staffordshire Families Integrated Front Door
- Tier 2 referral system
- a link worker from the LA Attendance Team
- Education Psychologist
- School Nurse
- CAMHS

Drug and Alcohol Education Policy including the Management of Drug Related Incidents

Rationale

The definition of a drug given by the United Nations Office on Drugs and Crime is: a substance people take to change the way they think, feel or behave.

This includes:

- all legal drugs including alcohol, tobacco and volatile substances
- all over the counter and prescription medicines
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)

Drug education is an entitlement for all children and young people and is supported by Section 351 of the Education Act 1996 which requires every school, including Pupil Referral Units, to provide a balanced curriculum which:

- Promotes the spiritual, moral cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experience of adult life.

Drug education should be delivered through well planned PSHE education and Citizenship provision. Schools are advised to use the non-statutory frameworks for PSHE education and Citizenship at Key Stages 1 & 2, PSHE education at Key Stages 3 and 4, the statutory citizenship programme of study at Key Stages 3 and 4 and the statutory requirements within the National Curriculum Science Order for all phases as the basis for developing drug education.

Drugs: Guidance for Schools February 2004 DfES

Aim

To give children and young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives.

Objectives

Drug and alcohol education:

1. Increases children and young people's **knowledge** and understanding and clarifies misconceptions about:
 - the short and long-term effects and risks of drugs
 - the rules and laws relating to drugs
 - the impact of drugs on individuals, families and communities
 - the prevalence and acceptability of drug use among peers
 - the complex moral, social, emotional and political issues surrounding drugs
2. Develops children and young people's personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures
 - finding information, help and advice
 - devising problem-solving and coping strategies
 - developing self-awareness and self esteem
3. Enables children and young people to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Curriculum Content

The teaching of drugs and alcohol education is covered within the PSHE curriculum delivered at All Saints CE First School.

The needs of children and young people

Head teacher, SENCO, teachers and TAs will be available to discuss needs and offer guidance and support as required.

Some children and young people will be more vulnerable than their peers e.g. non-attenders, SEND, children in care and those whose parents misuse drugs or alcohol. Consideration must be taken, before the lesson, to the individual needs of each pupil. Where necessary, the teaching will be modified so that it is accessible to all.

Medicines

At All Saints CE First School, only prescribed medicines will be administered. These must have the prescription label attached with the child's name printed on it.

Referral and External Support

The school has access to the following support via their individual referral routes or through the completion of an Early Help Assessment:

- Education Safeguarding Advice Service
- Staffordshire Families Integrated Front Door
- Tier 2 referral system
- a link worker from the LA Attendance Team
- Education Psychologist
- School Nurse
- CAMHS

Dealing with drug and alcohol related incidents

The possession, use or supply of illegal and other unauthorised drugs (as designated by the head teacher) by **anybody** within school boundaries is unacceptable e.g. alcohol and tobacco.

Drug incidents could involve: suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs.

The physical boundaries of the school define the extent of the school premises during the school day and the school term. But school rules and expectations of behaviour extend further if children and young people e.g. visit a library, leave school to visit an old people's home as part of a community project, whether supervised or not.

School boundaries also extend to include school trips and clear guidance to staff is given about their supervisory responsibilities. It is made clear to children and young people that school rules still apply if they leave the school. Staff are made aware of any controls on their own drug use (e.g. of alcohol, tobacco and medicines) when on duty.

Schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may be counter-productive for the school and wider community. The police should, however, be involved in the disposal of suspected illegal drugs.

Needles and syringes found within school boundaries will be dealt with in accordance with guidelines produced by Staffordshire County Council Health and Safety Team.

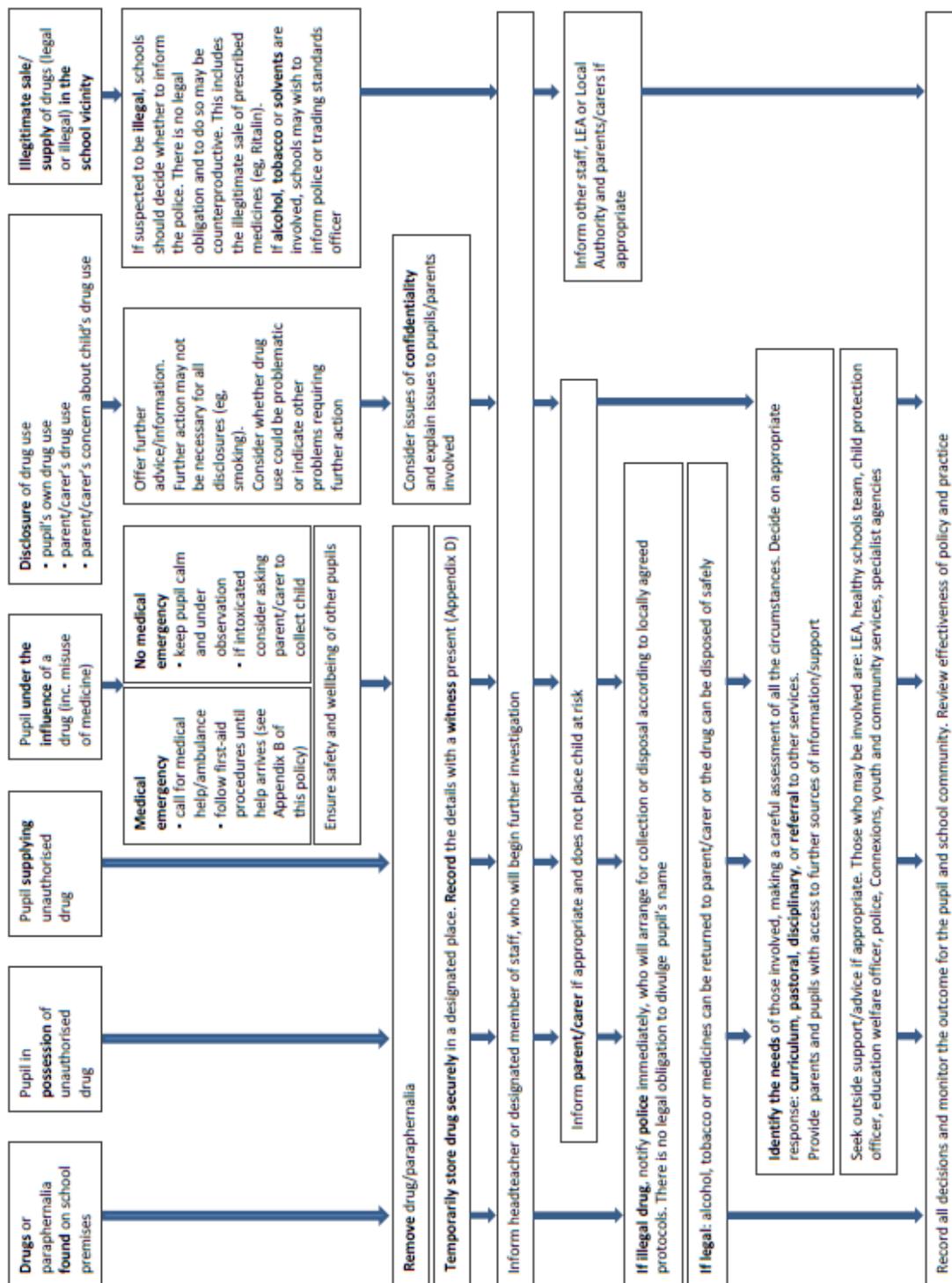
In responding to drug incidents, the primary concern of the school is the care and welfare of children and young people. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the child, young person and the school community.

Please refer to:

- incidents involving drugs flow diagram and incidents form which can be found in Appendix 3

The school seeks to work in partnership with governors and parents to provide effective drug and alcohol education and support for children and young people. Parents need to know that the school's drug and alcohol education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures.

Appendix A: Responding to incidents involving drugs



Source: Department for Education and Skills (2004), 'Drugs: Guidance for Schools', February, Appendix 8, pp. 117–18.