

STOKE PARK INFANT SCHOOL



Personal Development Learning Policy (including PHSE)

Name of School	STOKE PARK INFANT SCHOOL
Date of Policy Issue/Review	Issued – September 2021 Review - September 2023
Name of Headteacher	Emma Charles

Rationale

At Stoke Park Infant School we believe that personal development for our pupil is central to their learning, achievement and well-being. Personal, Social and Health Education (PHSE) and Citizenship helps give the children the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. We encourage the children in our school to play a positive role in contributing to the life of the school and the wider community. Many aspects of school life, including the personal, social and health education curriculum, drugs education and sex and relationships education are part of this integrated programme.

This policy has been formulated by staff and governors and has been drawn up using a range of national documents and guidance.

- Sex and Relationship Education Guidance (DfES, 2000)
- Drugs: Guidance for Schools (DfES, 2004/2010)

It will continue to be updated in the light of new national directives and initiatives.

Aims

- To provide opportunities for all children to develop personal and social skills as they grow and mature
- To promote an awareness of health and well-being and to teach children how to lead a healthy lifestyle
- To promote an awareness of citizenship and how to play a role as part of the wider community
- To prepare children for the opportunities, responsibilities and experiences of life

PDL in Our Curriculum

PHSE and Citizenship will be covered through a range of different experiences and activities including:

Discrete timetabled sessions – e.g. circle time, Thinking Skills (philosophy)

Teaching of PHSE and citizenship through and in other curriculum areas (e.g. History, Science, Geography, English, Assemblies, PE)

School events and activities – off site visits, visitors, school celebrations

Definitions and Terminology:

PDL – Personal Development Learning

A programme for children and young children to acquire the knowledge they need to manage their lives now and in the future. It develops qualities pupils need to thrive as positive members of society.

Drug Education

How to make informed choices about health and wellbeing matters (drugs, alcohol and tobacco).

How to assess and manage risks to health and keep others safe.

How to identify and access help, advice and support.

Where and to whom the Policy applies:

This policy applies to all staff, governors, pupils, partner agencies and visitors to the school.

Content of PDL in our curriculum:

PSHE and Citizenship will be covered through a combination of:

- Discrete timetabled sessions (e.g. Circle Time, Philosophy for Children (P4C))
- Teaching PSHE and Citizenship through, and in, other subject/curriculum areas (e.g. Science, Literacy, History, P.E. and assemblies)
- School events and activities (e.g. off site visits and school celebrations)

Please refer to Appendix 1 for Drugs Education. 3

Teaching and Learning

Foundation Stage

We teach PSHE and Citizenship in Year R as an integral part of topic work covered during the year. As Year R is part of the Early Years Foundation Stage (EYFS), we relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the Early Years Foundation Stage Curriculum for Personal, Social and Emotional Development. We also support Citizenship education in Year R when developing the children's knowledge and understanding of the world.

Key Stage One

We use a range of teaching and learning methods throughout KS1. We place an emphasis on active discussion, investigation and problem-solving activities. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts and set agreed classroom rules of behaviour through daily circle time. We offer children the opportunity to listen to visiting speakers such as health workers, police and topic related visitors, who we invite into school to talk about their role in creating a positive and supportive local community. Children are given opportunities to talk to the class about their (Children(P4C) sessions etc).

Organisation of the PDL Programme:

The PDL manager is responsible for co-ordinating the programme of study as well as regularly reviewing the policy and amendments. They will advise on resources available and strategies to ensure effective teaching. They will monitor teaching and learning, evaluate provision and report to the Senior Leadership Team (SLT) and governing body.

Resources

- SEAL (Social, Emotional Learning)
- Hants: Supporting Personal and Social Development
- External visitors
- Online resources, eg. Unicef,

Continuity and Progression:

PSHE and Citizenship teaching is designed to facilitate progression and continuity by careful structuring of content, activities and the nature of what is to be learnt. Through following the SEAL materials (Social and Emotional Aspects of Learning) and Hampshire County Council's: Supporting Personal and Social Development and by building on previous experience, learning can be taken forward through Foundation Stage and KS1.

Staff Support and Training:

The PDL manager and Headteacher will review best practice through training and keeping up-to-date with subject developments within Hampshire. Policy changes, including drug awareness guidance, will be shared with all staff, along with best practice. New staff will have PDL included in their induction. The policy will be reviewed at least every three years to assure standards and delivery of the programme is relevant and within Hampshire PDL guidelines.

Assessment, Monitoring, Evaluation and Reviewing:

Teachers assess the children's work in PSHE and Citizenship both by making judgements as they observe them during lessons and circle time, and by the recording of ideas and knowledge in discussions, written work, pictures and diagrams. Anecdotal evidence of progress in this area will inform comments on the annual report to parents. In Year R particularly, but also in KS1, parents are encouraged to contribute their views about their child's progress in this area.

Monitoring, evaluation and reviewing of the PDL and SRE programmes are the responsibility of the PDL manager, Headteacher. This will be achieved through curriculum meetings, learning walks, staff meetings to share practice and develop suggestions, planning scrutiny, work sampling and pupil conferencing.

The Needs of Pupils:

All staff involved in delivering the PDL and SRE programmes are aware of, and responsible for, the individual needs of the children in their care. They will be aware that in teaching these programmes, there may be discussion which may lead to disclosure of a child protection issue. Staff and children need to be aware of the internal and external support structures available to them.

All staff are responsible for the pastoral needs of the pupils and in situations involving potential child protection issues, will inform the Designated Safeguarding Lead, following the procedures set out in the Child Protection Policy.

Referral and External Support:

A number of local partnership agencies may support pupils with social and emotional needs within the school, including Child and Adolescent Mental Health Services (CAMHS), Ethnic Minority and Traveller Achievement Service (EMTAS), Educational Psychologist.

For parents and pupils needing support referral will be through the class teacher and discussed with the Emotional Literacy Support Assistant (ELSA) and Special Educational Needs Co-ordinator (SENCo) regarding appropriate support.

Other external support may be provided by partners such as Hampshire Fire Service, Police Community Support Officer (PCSO), NSPCC, Childline etc.

Involvement of Parents/Carers:

The PDL Policy will be available on the school website for all parents to view. Any comments and concerns can be discussed with the Headteacher.

Confidentiality:

All members of staff should ensure that they are familiar with procedures set out in the policy and should be aware and follow the school's Confidentiality Policy and must not promise secrecy to any disclosures that occur.

Linked Policies:

Anti-bullying, Behaviour, Confidentiality, Child Protection, Safeguarding.

Dissemination of the Policy:

This policy will be made available on the school website for parents and shared with all staff. Where appropriate, training will be made available to staff and more detailed information shared with parents.

Rationale

At Stoke Park Infant School, drugs education is part of a whole school approach to the health education of each pupil.

As children grow up, their schools must play a vital role in providing effective drugs education and dealing with drug related incidents, and to know of the role of drugs as medicines (Science National Curriculum). As an Infant School, we aim to provide the children with basic safety information on drugs and medicines which can be built and enlarged upon by later educational phases.

Purposes

The main aims of primary drug education are to:

- encourage a healthy respect for all substances taken into the body;
- raise pupil's awareness of the world of drugs so that they can make informed decisions about their own drug use;
- be aware that medicines should only be available from parents/carers, health professionals, pharmacists and shopkeepers;
- promote a no smoking lifestyle amongst pupils;
- develop skills to enable pupils to live and cope in a drug orientated society;
- promote an awareness that drugs are neither good or bad in themselves, and that all substances can be harmful if not used properly;
- raise pupils' awareness that they should only take their own medicines;
- develop responsibility towards themselves and each other.

By the end of Key Stage One, we aim for the children to:

1. Know that all medicines are drugs but not all drugs are medicines.
2. Know that all substances can be harmful if not used properly.
3. Know about different medicines and that some people need them to live a normal life.
4. Know and understand simple safety rules about medicines, tablets, solvents and other household substances.
5. Gain information about how the body works and ways of looking after the body.

Procedures

At Stoke Park Infants our school rule is that all non-medical drugs on the school premises are unacceptable. The premises are a totally non-smoking zone.

Medicines for long term conditions, eg asthma, nut allergies, etc. are kept in the school office and given and recorded by an appointed person(s). Other medicines are administered by parents/carers by prior arrangement with the school. For further details on medicines, please refer to our First Aid and Supporting Children with Medical Conditions Policies.

Should an incident occur of a drug-related nature, the school will obtain medical help if necessary and keep any evidence of what has been taken, such as substances, package or vomit. The parents will be notified immediately, Governors informed and the appropriate 9

authorities consulted, eg School nurse, Child Protection Team. If there is firm evidence of misuse of drugs, the Police will be informed.

In the rare occurrence of possible staff misuse of drugs, the relevant LEA departments and Governors would be informed immediately and the County's guidelines/procedures carefully followed.

We recognise that adults are role models for pupils and so we have committed ourselves to providing a smoke-free environment, both during the school day and at evening functions. All potential new members of staff will be informed of our policy and must agree to abide by it. We accept the fact that some parents/carers are long term smokers and it is not the school's business to condemn their behaviour. However, teachers and other adults can provide positive role models.

Implementation

Drugs education may take place in the following ways:

- a) Approached through other subjects, at Circle times etc
- b) Answering questions as and when they arise.
- c) By visiting speakers, eg police, health workers.

Training updates are given to all relevant staff as and when needed. This includes teaching staff, teaching assistants, midday assistants, admin staff etc.

If concerns occur or questions cannot be answered by the above staff, other agencies are contacted to support staff and/or pupils, eg the school nurse, school doctor, link social worker, child protection agencies, police liaison officer, etc.

Reviewed by: Curriculum Committee

Date Agreed: Spring 2017

Date of next review: Spring 2020