

Policy for Personal Development Learning, including PSHE and Drug Education

ABBOTSWOOD JUNIOR SCHOOL

Approved by Senior Leadership Team: March 2023

Review date: March 2027

This policy applies to all staff, pupils, parents/carers, governors and partner agencies working with Abbotswood Junior School.

Description of the setting

Abbotswood School is a large junior school situated in Totton on the outskirts of both Southampton and The New Forest. Catchment housing is a mixture of both privately owned and housing association and we are classified as an urban school. There are approximately 600 children on roll, organised into 22 classes.

At Abbotswood Junior School, we aim to give children a unique learning experience, which will prepare them for life in the 21st Century. In such a large school, we pride ourselves on our sense of teamwork with a shared vision for learning. Personal Development Learning is at the heart of our school and permeates every area.

National Guidance

This policy was written using a range of national documents, including:

- National Curriculum (2014)
- DfE and ACPO drug advice for schools (2012)
- PSHE Association Guidance
- Mental Health and Behaviour in schools (updated 2019)

Aims and objectives of the policy:

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes good relationships with others.
- Have respect for others.
- Be independent and responsible members of the community.
- Be positive and active members of society.
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Understand mental health and how they can contribute to their wellbeing
- Develop good relationships with other members of the school community.
- Promote positive links with the wider community.
- Develop leadership skills

Aims and objectives of drug education:

- Enable young people to make healthy, informed choices through increasing their knowledge, challenging and exploring attitudes and developing and practising skills.
- To help young people to develop a sense of self-awareness and self-esteem.
- To increase understanding about the implications and possible consequences of drug use and misuse.
- To listen to young people's thoughts, feelings and concerns to ensure that drug education responds to their needs.
- To help young people distinguish between substances, consider their use, misuse, benefit and harm.
- To counter any inaccurate messages that young people receive about drugs.
- To encourage an understanding for those experiencing or likely to experience drug use.
- To widen understanding about related health, social and legal issues.
- To enable children to identify where help and support can be found.
- To identify children that are more vulnerable to drug and substance abuse.

Contents of PDL programme, including drugs education:

We teach PDL in a variety of ways. In some instances, e.g. drugs education, we teach PDL as a discrete subject. As there is an overlap between the programme of study for religious education and the aims of PDL, we also teach some issues through our religious education lessons and assemblies.

We also develop citizenship through activities and whole-school events, e.g. each class holds School Council circle times at least once a term and the school council representatives from each class meet regularly to discuss school matters. We offer residential visits to Osmington and Stubbington, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and cooperative skills.

Organisation of the PDL programme:

The PSHE Leader is responsible for coordinating the PDL programme in conjunction with the Deputy/Assistant Headteachers with responsibility for pastoral care and the curriculum. It will be delivered by teaching staff, with the support of the members of the local community where appropriate e.g. the school nurse or PCSO. Evaluation will be through feedback from parents, pupils and teachers.

Staff support and training:

All staff have the responsibility to teach PDL and drug education. Whenever adults interact with children, they must recognise that they may be influencing attitudes and behaviour. All staff should consider themselves as role models whose behaviour children are likely to notice and follow. All staff employed have the responsibility to report any concerns regarding drug education. Further information can be found in the child protection policy.

Assessment, monitoring, evaluation and reviewing:

It is the PSHE leader's responsibility to support colleagues in the teaching of all aspects of PDL by giving them information about current developments in the subject. The planning and policy will be reviewed in light of any new documentation that is published.

The needs of pupils:

Regular assemblies explain the procedures for accessing support. Children are taught to approach any adult in school to support them if they are worried or upset. Our ELSA and Behaviour Support Workers run a drop-in service at break and lunchtimes called 'Room 5'. Any child can chat to an ELSA/BSW about whatever may be worrying them.

Referral and external support:

We work closely with external agencies such as our local Behaviour Support Team (The Clifford Centre), The Early Help Hub, CAMHS, our Parent Support Advisor and Social Care. Parents are involved in the referral process (except in referrals to Social Care which relate to safeguarding concerns).

Management of drugs at school:

Our Supporting Children with Medical Conditions Policy details how we manage prescribed drugs in school. We follow government guidelines about dealing with any illicit drug related incidents at school.

Confidentiality:

Adults need to ensure that pupils know that they are unable to offer unconditional confidentiality. If a disclosure is made then the correct child protection procedures need to be followed. Please refer to the child protection policy.

Teachers need to ensure that children know that what is said within a PDL lesson is confidential and that it is not playground 'talk'. At the beginning of the year, clear rules should be made to ensure that all children in the class feel safe and secure when discussing anything that may be private.

Linked policies:

Curriculum, anti-bullying, relationships and sex education, positive behaviour management, child protection, supporting children with medical conditions and safeguarding.

Dissemination of the policy:

This policy is available on our school website or upon request from our school office. It will be updated every three years, or in light of new legislation.

Appendix A gives further detail about aspects covered in PDL. As well as these, our curriculum covers: economic understanding, water safety, citizenship, inclusion and equality of opportunity, development of character (STARS) and Relationships and Sex Education. Spiritual, moral, social and cultural development for our pupils is supported by our personal development learning.

Appendix A

Statutory guidance from the Department for Education Updated 13 September 2021

Physical health and mental wellbeing: Primary

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

By the end of primary school:

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Online safety

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle