



Thornhill Primary School PSHE Policy

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At Thornhill Primary School our vision is to develop happy, motivated pupils, staff and governors who are;

- Able to work together as a whole school community
- Willing to embrace change, be innovative and respond to new ideas
- Able to express themselves with confidence
- Willing to learn and aspire to be the best
- Able to give, receive and value feedback

Rationale

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Aims

This policy outlines our school's practice and procedures relating to the delivery of our PSHE and Values whole-school approach, which is implemented from nursery through to year 6. This covers six themes throughout the year, which rotate on a two- year cycle and which underpin the fundamental aspects of emotional wellbeing:

**Peace, Respect, Hope, Friendship, Courage, Pride
Confidence, Kindness, Positivity, Compassion, Tolerance, Self-belief**

Planning, teaching and learning

Each half-term is dedicated to following a specific Value and within that Value specific skills are taught and covered. In addition, provision for PSHE is linked to these values so that the learning skills for each year group are progressive and age appropriate.

In Key Stage 1 and Lower KS2: Children follow '1 Decision' programme of work that covers the following modules;

- *Keeping Safe, Staying Healthy, Relationships, Being Responsible, Feelings and Emotions, Computer safety, Hazard Watch, A World without Judgements, Fire Safety, Environment,*

In Upper Key Stage 2 children follow 'Go Givers' and follow the following programs;

- *Belonging to Groups, Moral Dilemmas, Respect, Resolving Conflict, Peace, Self-Worth, Sustainability, Culture, Empathy, Identities,*

Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

In KS1 and Lower KS2 children will learn about; *Money, The working World,*

In Upper KS2 children will learn to debate topical issues, *Brexit, Paying Taxes, Importance of Rules.*

All children learn about Democracy by electing House/Vice Captains, the work of the School Council, Interviewing new staff. They also learn about charitable giving through the range of charities supported during the school year.

Promoting a healthy lifestyle

We strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals everyday
- Packet lunches do not include crisps or chocolate
- Organising walk to school weeks throughout the year and a sports day
- Offering a range of after-school clubs, such as multi sports, football, dance, cookery
- Providing fresh fruit daily and free milk for children under five
- Promoting healthy eating in the nursery
- Organising healthy living week workshops,

Drug education:

Thornhill Primary School is committed to the health and safety of its pupils and will take action to safeguard their well-being. We will actively discourage the use of illegal substances, alcohol or tobacco and the misuse of glue, solvents, prescribed and over-the-counter medicines.

We acknowledge the importance of our pastoral role in the welfare of young people and through the general ethos of the school, will seek to enable pupils needing support to come forward.

It is our aim to develop a whole school approach to drug education in the context of the school curriculum.

Inclusive definition of drugs

We define a drug as a substance that, when taken into the body, changes the way we feel, the way we perceive things, and the way our body works. This definition includes illegal substances and also legal substances such as alcohol, tobacco, solvents and medicines.

Rationale/key principles

We will provide all pupils with drug education as an integral part of our Personal, Social and Health Education (PSHE) and Citizenship programme.

It is our aim to help all pupils to be able to take their place safely in a world where a wide range of drugs exists. We recognise that some drugs have beneficial effects, but also that every drug has potential harm. For this reason, all drugs need appropriate and responsible care and management.

In order to be able to make informed choices, pupils need to understand the nature of drugs, their social status, their uses and effects.

Ethos

Drug education in our school aims to enable pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use and developing and practising decision making skills. The programme we follow is based on national and local guidelines for good practice and is appropriate to the age and experience of our pupils.

Content

Drug issues will be reinforced throughout the child's education, matching their increasing understanding and maturity.

Key Stage 1: 1 Decision

Children should be introduced to ideas about how to keep healthy and the role of drugs as medicines.

Key Stage 2: Hamilton Trust, Go Givers

In lower KS2, children are taught that not all drugs are medicines. They are also made aware of the harmful effects on health of abuse of tobacco and alcohol.

In upper KS2, children will be taught how drugs impact on the way the human body functions. They will be made aware of the negative physical, social and emotional impact of drug misuse.

Throughout PSHE provision, children will look at the peer group pressure, the consequences of risk-taking and emphasise the benefits of a healthy lifestyle.

Outside agencies may be involved in supporting our teaching, this may be school nursing service, Police, or other specialist agencies. We use visitors to support our planned teacher lead programme of education, in line with national and local guidance.

Assessment, recording and reporting

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily and evaluations, or photographs/videos.

In Key Stage (KS) 1, class teachers make use of ongoing observations to assess children's progress in PSHE. Class teachers complete a formal PSHE assessment tool at the end of each theme (termly). There is evidence to support learning in PSHE in workbooks and on classroom displays.

Monitoring and evaluation

Senior leaders and governors are responsible for monitoring the standards of children's progress and achievement, and quality of teaching. This can be carried out in a range of ways; *through book looks, learning walks, talking to children, lesson observations and planning analysis*. Children's progress is recorded on Target Tracker and is reported annually to parents in a written report.