

Community Primary School Hampshire



Personal, Social and Health Education Policy (including Relationships and Sex Education)

Adopted on:	Sept -26
Signed on behalf of the Governing Body	Mrs B Read Chair
Review Date	Sept 29

Introduction

Personal, Social and Health education (PSHE) is an important theme running through all areas of the curriculum, and while it is most likely to be discussed in PSHE lessons, we aim to visit themes of mental health and wellbeing, kindness, relationships, health education, safety (including online safety) and all aspects of living in a wider world in everything that we do. This includes while children are at play, in assemblies and responding to current local, national and international issues.

The school follows an adapted 'Jigsaw' scheme for PSHE, and for Sex and Relationships Education. New Relationships, Sex and Health Education guidance for schools in England was published by the DfE in July 2025 for implementation by September 2026.

The Head Teacher and Senior Leadership Team, the PSHE Lead and school governors were all involved with the development of this policy. The wider school community including pupils, parents and health care professionals have also been consulted in the creation of the policy. The current policy reflects the DfE's relationships and sex education (RSE) and health education guidance that is statutory from 1 September 2026.

This policy is underpinned by the School's Vision:

"Cherrywood: a school where every child blossoms in a safe, nurturing, and caring environment, and everyone respects each other, feels happy, secure and valued; where teaching is inspired, learning is fun and children grow to be confident, responsible and successful individuals."

Aims and Objectives of the Policy

In this policy the term PSHE will be deemed to include all aspects of personal development learning including personal, keeping safe, social, health, sex and relationships, drug and alcohol education together with citizenship and financial capability.

Definition and outcomes of the PSHE curriculum

PSHE is about learning accurate and age-appropriate skills, attitudes and knowledge about relationships, the body, reproduction, sex and all aspects of their health, including mental and sexual. PSHE aims to give children essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and for staying safe both on and offline.

The overall aim of the PSHE curriculum is to foster a positive notion of lifelong learning about physical, moral, and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect, empathy, tolerance and promotes the development of skills necessary to manage conflict peacefully, and to

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recognise and avoid exploitation and abuse. Some aspects of this will be taught within the science curriculum and other aspects will be taught as part of the PSHE curriculum.

A Definition of Relationships and Sex Education

The aims of Relationships and Sex Education (RSE) as part of the curriculum at Cherrywood are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

The teaching and organisation of PSHE

In order to ensure coverage of the statutory curriculum, PSHE will be taught weekly across the term. Using the integrated and adapted Jigsaw Scheme. All year groups will be focussing on the same overarching theme.

There are six overarching themes:

1. Autumn 1: Being Me in My World
2. Autumn 2: Celebrating Difference
3. Spring 1: Dreams and Goals
4. Spring 2: Healthy Me
5. Summer 1: Relationships
6. Summer 2: Changing Me

In addition and to ensure that the mental health needs of pupils are being met, we are using the scheme 'Stormbreak' to equip children with sustainable skills and coping strategies to thrive throughout life by encouraging mentally healthy movement for every child. This will build on the mental health coverage that began prior to the COVID-19 school closures.

The school will ensure that sessions, including those on risky behaviours, are positive in tone. It acknowledges that it is important to strike a balance by reassuring children that the majority of young people make positive, healthy lifestyle choices, whilst also making clear

the true consequences of choices. Pupils will be helped to develop an understanding of the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language, and how to respond and ask for help.

The programme will also be delivered through other subject areas (where appropriate) and through other aspects of school life. Children develop their social skills through a wide variety of experiences in school, for example, through assemblies, acting as hosts to visitors, taking part in school visits, attending extra curricula clubs, taking part in school performances, taking on responsibilities within school, promotion of good manners and much more.

Children's knowledge and understanding about keeping healthy is supplemented by many learning opportunities and experiences for example, learning about health and safety issues in PE, DT, Science and Art, carrying out simple risk assessments prior to outdoor activity, participation in the Year 6 Think Safe event (Rushmoor), the Swimming programme, Streets Ahead Road Safety Training for Year 2, and Bikeability training for Years 5 and 6.

Often pupils will ask questions pertaining to sex or sexuality which go beyond that which is set out in the statutory guidance. The DfE is clear in its guidance to teachers that they "should allow for discussion on a one-to-one basis or a small group. Schools should consider what is appropriate and inappropriate in a whole class setting". Where the teacher does not deem the question to be age appropriate or within the realms of the curriculum the teacher will advise the child to speak to parents about this and will also make the parents aware of the question asked.

The PSHE long term plan is set out at **Appendix 1** to this policy.

The PSHE co-ordinator, in conjunction with the head teacher who maintains an overview of the curriculum, is responsible for co-ordinating the delivery of the PSHE programme.

RSE Curriculum

Our relationships curriculum is set out as per **Appendix 2** but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

As well as the elements of sex education contained in the science curriculum, Cherrywood will also deliver a sex education programme to Year 5 and Year 6 as part of the 'Changing Me' units of work in PSHE (set out as per Appendix 2). This will focus on how a baby is conceived and born.

How Relationships and Sex Education is provided and by whom

Relationship and Sex Education is co-ordinated by the PSHE co-ordinator, in close co-operation with the Senior Leadership Team and the Head Teacher.

RSE is taught within the PSHE education curriculum and is set out as per Appendix 2.

Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils in Year 5 and Year 6 also receive stand-alone sex education sessions delivered by their class teachers. A second member of staff will always be present and all teaching will be overseen and monitored by the PSHE co-ordinator.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our Relationships curriculum see Appendix 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

All staff are responsible for dealing with questions as and when they arise. These will be answered in a sensitive and appropriate way, with the staff member best placed to decide at what level discussion should be aimed for each class, group or individual child.

Many aspects of Relationships and Sex Education arise informally and may be developed through the use of story time and circle time; addressed occasionally in assembly time or through visits from the school nurse and other visitors.

Content of Sex Education Programme

Year 5

- Conception – understand that sexual intercourse can lead to conception and that is how babies are usually made.

Year 6

- Describe how a baby develops from conception through the nine months of pregnancy and how a baby is born.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE – the Sex Education programme of sessions (two lessons) outlined above that take place in Year 5 and Year 6 only.

Teaching Methodology

As in all curriculum areas, we use a range of teaching and learning methods, which aim to stimulate the children's interest and encourage their full participation. Below are some examples of methodology to be used during the teaching of Relationships and Sex Education:

- Establishment of ground rules – to create an atmosphere in which children value each other's contribution and develop respect for one another.
- Distancing techniques, for example, de-personalising discussions, using role plays, case studies, video clips – to allow pupils to discuss sensitive issues in a safe environment.
- Interactive teaching, for example, quizzes, sorting, sequencing and ranking activities, attitudinal exercises – to ensure the learning is effective and enjoyable.

Confidentiality

Staff members conduct Relationships and Sex Education in a sensitive and confidential manner. However, if a member of staff is concerned or believes a child is at risk, he or she will talk to the Designated Safeguarding Lead (The Head Teacher). In such cases, the staff member should not and cannot promise confidentiality (see also the Child Protection Policy).

Dealing with Questions

Within the ground rules, clear parameters will be established of what is appropriate and inappropriate and personal questions should not be answered. If a member of staff does not know the answer, this should be acknowledged.

If a question is too explicit, is age-inappropriate for the pupil or the whole class, or raises concerns about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis.

If a question is raised that alerts the member of staff that a child is at risk, school child protection procedures should be followed (see also the Child Protection Policy).

A three level response will be used to answer questions owing to the considerable range of understanding amongst pupils:

1. Answer in class for all pupils to hear.
2. Answer one-to-one away from other pupils.
3. Refer back to parents, with child's consent (subject to safeguarding protocols taking priority), to establish their willingness to have their child's question answered.

Use of Materials

The materials and resources used in the teaching of Relationship and Sex Education is the Scheme of Work by 'Jigsaw.' The pupils' age and cultural backgrounds have been taken into account in relation to the content (including images) that are used.

Sexual Identity and Sexual Orientation

Relationships and Sex Education should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

This means members of staff will be using language that is inclusive and ensures that pupils are not alienated by the terminology used into missing the relevance of what is taught. Active learning techniques when considering relationships and other topics will also enable pupils to identify with issues in an individual way and so find personal relevance in what is being offered.

Equality and diversity

The profile of the pupils in the school reflects that of the local community and includes for example, a significant proportion of children from varied ethnic backgrounds. The school provides strong pastoral guidance and support for all pupils, and focused and structured support for those children who are emotionally or socially disadvantaged. The governing body supports the school's commitment to the personal, as well as academic, development of the pupils.

The school promotes the needs and interests of all pupils, irrespective of gender, culture, ability, or aptitude. Diversity issues are addressed, and equality ensured through the PSHE education programme, in activities such as assemblies, and the pervading ethos of the school.

The school will respect and take account of the different starting points of children by promoting open discussion, time for reflection, opportunities for pupil voice and acknowledging, for example, that children and their families have widely differing backgrounds, values, faiths and cultures.

Children with Special Educational Needs will be included in Relationships and Sex Education unless there are exceptional circumstances. Some pupils may need help to reduce the risk of exploitation and abuse and learn what is and is not acceptable behaviour.

Involvement of Parents and Carers.

The school is committed to working with parents and carers. It will make them aware of the contents of PSHE curriculum through the publication of this policy and long term plans. Specific events, including opportunities to find out more detail about PSHE topics such as parent information sessions and pre-recorded videos have been offered.

Involvement of Outside Agencies

Health professionals should follow this PSHE policy when involved with the school in delivering aspects of the Relationships and Sex Education programme and follow their own professional code of conduct when in their professional role. One should seek to protect privacy and prevent personal disclosures in a classroom setting.

Parental Right to Withdraw

Parents do **not** have the right to withdraw their children from Relationships education; The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education Compulsory for all pupils receiving primary education. Through our curricular themes the subjects of birth, growth and change are approached as they arise in PSHE, science, humanities, health education and religious education. Teaching takes place in a proper context with due regard to the child's stage of development. We aim to present facts in an objective, balanced and sensitive manner.

Parents **have** the right to withdraw their children from all, or part of the Sex Education, **except** for those parts included within the National Curriculum for Sciences, which are statutory. All topics included in the Appendix 1 outline are statutory and pupils may **not** be withdrawn from these. This is two lessons in total taught in Year 5 and Year 6.

Those parents/carers wishing to exercise the right to withdraw their child from part or all of RSE are invited in to see a member of the Senior Leadership Team and/or RSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme (unless and until the request for withdrawal has been removed). Following withdrawal, it is the responsibility of the parents/carers to deliver the content of the RSE curriculum to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff. Pupils who are withdrawn from RSE will continue with individual learning tasks for other curriculum areas, which are carried out in another classroom or the library.

If a conversation arises about sexual health issues in a non-RSE lesson with pupils present who have been withdrawn from RSE lessons, the teacher must stop the conversation and ask that the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

Staff support and training

All staff will be supported in the delivery of PSHE by the PSHE Co-ordinator. In addition, staff will take part in targeted CPD, feeding back to colleagues as appropriate. The CPD will include training around the new statutory curriculum and the delivery of said curriculum.

The Wider Needs of Pupils

Pupils are supported in the first instance by their class teacher and other adults working in the classroom. Children are also regularly reminded in class and in assemblies of the fact that there are other adults in the school who are available to listen to their worries and concerns.

Occasionally specific support is provided by external agencies (such as the NSPCC, St John's ambulance or Childline) for children in the form of workshops or assemblies. The pastoral needs of more vulnerable pupils are met through the roles of the Inclusion Manager, the Social, Emotional and Mental Health (SEMH) Lead, and other focussed interventions. The SEMH Lead for example, works with many children, addressing specific needs such as anger management, anxiety about separation and low self-esteem, other adults throughout the school may be involved in delivering specific programmes (e.g., hygiene awareness) for individuals or small groups and in supporting individuals in their learning. Some children may attend nurture sessions in which they receive more support for their emotional development.

The school will work closely with external agencies which support vulnerable individuals. These agencies include the Valley Trust counselling service.

Linked Policies

Anti-bullying, Behaviour, Child Protection, Staff Induction, Special Educational Needs, Administration of Medicines, Confidentiality, First Aid, Health and Safety, Acceptable ICT use, E-Safety.

Dissemination of the Policy

This policy and the Relationships and Sex Education programme has been brought to the Governing body and will be available on the school's website. Information about some aspects of the policy will be communicated to parents in school communications via the website.

The Deputy Head Teacher will lead initial staff and parent discussions and, in conjunction with the Headteacher, arrange further staff training as identified. The School Council will discuss some aspects of this policy as appropriate to their age.

Each year, the parents/carers are invited to attend a meeting to be informed of the delivery of Sex Education before the teaching and learning takes place. During the time the Sex Education programme is taught, staff are made aware so that interruptions are kept to a minimum.

Monitoring and Evaluation

This policy will be reviewed annually using feedback from staff, parents/carers and children. The Governors will also be part of this monitoring and evaluation process and any recommendations for change will be given serious consideration.

Appendices:

Appendix 1: PSHE Long Term Plan

Appendix 2: Relationships and Changing Me units taught within PSHE

Appendix 3: Drugs and Alcohol Education and Safeguarding

Appendix 1 – PSHE Long Term Plan

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 2 – Relationships and Changing Me units taught within PSHE

Age Group	Relationships Unit	Changing Me Unit
Reception	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives	How babies grow Understanding a baby's needs Family stereotypes Challenging my ideas Preparing for transition

	Expressing appreciation for family and friends	
Year 4	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules (<i>see below for definition</i>)	Self- and body image Influence of online and media on body image Puberty in girls Puberty in boys Sex education - conception (taught as a separate lesson that parents have a right to withdraw their child from) Growing responsibility Coping with change Preparing for transition
Year 6	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Sex education - conception to birth (taught as a separate lesson that parents have a right to withdraw their child from) Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting – responsibility and the law Transition to secondary school

The SMART rules

S – SAFE

Keep personal information like pictures, names, passwords or address offline and protect your information and others' by making strong passwords. Follow your home or school system for reporting problems.

M – MEETING

Just because you are meeting someone online it doesn't make it safe – check with a trusted adult before meeting/talking with anyone new online, and tell a trusted adult if anyone asks to meet in person. They could be anyone.

A – ACCEPTING

It's really easy to quickly accept invitations by clicking links, opening e-mails, clicking on pictures etc. This is how many online viruses are spread so always check with a safe adult before you do this.

R – RELIABLE

It's difficult to tell what information is reliable online, and to know if the people are really who they say they are. Remember that search engines and websites select and target information for you - they don't show you everything. Check information is accurate using more than one trustworthy source. Only chat online to friends and family you know in real life, and check with an adult before you talk to anyone new or use a new app.

R – RIGHTS +

You need to treat people with respect and kindness. Think before you post, share or reply to someone in case it may be unkind or unhelpful. You also have rights about your personal data - to your privacy, to consent before your information is used, and to say 'no' to sharing information.

T – TELL

If something online is worrying you or a friend, tell a trusted adult. If it is making you feel uncomfortable, listen to your instinct and talk to someone who can help you work out if something is not right, and what you can do next.

Appendix 3 – Drugs and Alcohol Education and Safeguarding

Definition of a drug

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 feel, think or behave”.

Here, “drugs” and “drug education” is used to refer to:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, e-cigarettes and vapes, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat, alkyl nitrites (known as poppers) and new psychoactive drugs ('legal highs')
- all over-the-counter and prescription medicines
- all drugs paraphernalia including; pipes, cigarette papers, filters, grinders etc.

1. DRUG EDUCATION

Purpose of Drug Education

The aim of teaching children and young people about alcohol and other drugs is to support them in making informed choices, delaying first substance use and preventing the development of harmful patterns of substance use in adulthood. This can impact upon an individual's quality of life and future aspirations. Effective teaching about alcohol and other drugs through PSHE and Science education is one key element of prevention work.

However, in order to achieve its aims, this teaching should be implemented as one aspect of a wider whole-school approach. (*PSHE Association Evidence Review on Effective drug and alcohol education*)

What Drug and Alcohol Education looks like at Cherrywood Primary School

The Department for Education (DfE)'s statutory guidance for Health Education at primary phase requires that pupils be taught the facts and risks associated with drug, alcohol and tobacco use.

At Cherrywood Primary School, alongside the statutory requirements, teaching about how to manage social influence, pressure and risk is vital in promoting pupils' ability to navigate the situations in which they may encounter substances. It also contributes to safeguarding, by providing pupils with the knowledge, understanding, attributes, skills and strategies to keep themselves healthy and safe.

Teaching about drugs and alcohol is integrated within our planned PSHE education curriculum where it enhances – and can be enhanced by – teaching

in other topic areas. For example, lessons on mental health and emotional wellbeing will include teaching healthy coping mechanisms and the importance of seeking support and help.

Drugs and alcohol education is also part of the statutory science curriculum.

Teaching programme, strategies and resources

Drug Education is delivered through the Jigsaw PSHE programme by class teachers in whole class or group situations using a broad variety of teaching and learning strategies. It is also taught via oneoff events such as Wellbeing Week, Assemblies delivered by outside agencies and visitors and via the Science National Curriculum. The PSHE coordinator will review the drug education provision on an annual basis through discussion with the teachers involved with the delivery of the programme and the school council.

Where the teaching and learning includes issues, which may be sensitive, staff and pupils will work within clearly understood and applied ground-rules from the PSHE Association Guidance.

Special Educational Needs

Children registered as having Special Educational Needs have the same right to good drug education as any other pupil and will be taught alongside all other pupils. However, teachers must be aware of, and respond to, their needs in drug education lessons just as in any others.

Children Vulnerable to Substance Misuse

Staff are able to gain additional support and guidance from Change Grow Live (CGL) on appropriate resources and educational approaches.

Use of Visitors and outside agencies

Visiting facilitators can enhance the delivery of drugs education and some pupils do respond better if they perceive the deliverer to be an 'expert' rather than their 'normal' teacher. However, visitors will only be used in the programme if they can offer an expertise, an approach or pupil response which cannot be achieved by the teachers. Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Drug Education. Their contribution should complement the teaching already taking place in the school.

2. DEALING WITH DRUG-RELATED INCIDENTS

Dealing with incidents surrounding the use, suspicion of use, and finding of drugs and substances.

Drug-related incidents include any or all of the following:

- drugs or drugs paraphernalia found on school premises;
- students in possession of illegal or unauthorised drugs;
- students supplying unauthorised or illegal drugs;
- students under the influence of drugs, or exhibiting signs of intoxication or illness;
- disclosure of drug use;
- information which suggest student(s) are involved in substance misuse;
- illegitimate sale/supply of drugs in the school vicinity;
- involvement in 'county line' or gang-related drug issues

If there are any suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs (possession, supply or imbibing):

- Utmost priority will be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If in doubt, medical assistance will be sought immediately.
- The Headteacher or an available member of SLT will be informed of the situation immediately.
- Dialogue with the student(s) will be undertaken by the Headteacher or a member of DSL team as soon as possible in order to determine the facts. The emphasis will be on listening to what people have to say and asking open rather than closed or leading questions.
- Consideration will be given to separating any students involved in the incident and ensuring that a second adult witness is present.
- The Headteacher or a member of SLT/DSL team will inform, consult and involve others as necessary.
- Careful attention will be given to respecting the confidentiality of those involved.
- Where they have reasonable grounds for suspecting that a student(s) may have an illegal or unauthorised drug, they will be escorted to a senior member of staff who will make every effort to encourage the individual to hand the item(s) over voluntarily, in the presence of a second member of staff. Where possible the gender of the member of staff carrying out a search will correspond to the gender of the student. Where the individual refuses, the Headteacher, or member of staff authorised by them, may exercise their statutory power to search the student(s) or their possessions, without consent. Education and Inspections Act 2006 (s93)
- Staff may search school property, for example, students' lockers, if they believe drugs to be stored there.

- If something illegal, or of concern is discovered then parents and carers will be notified by the school.
- Any substance suspected of being a drug will be confiscated.
- If the substance is suspected to be an illegal drug, the police will be notified immediately, in order that they may collect it for identification and then store or dispose of it in line with locally agreed protocols. In the majority of cases, parents will be notified immediately unless this is not in the best interests of the student.
- A detailed record of the incident will be made on CPOMS, as per the school procedures.
- The school will maintain vigilance about drug-related incidents in the local community through contact with police and other relevant agencies.
- The school will consider each incident individually and will employ a range of responses to deal with them, as per the Behaviour Policy

Early Intervention

The school has a key role in identifying students at risk of drug misuse. The process of identifying needs should aim to distinguish between students who require general information, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support.

The school will also be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. Where problems are observed or suspected or if a child chooses to disclose that there are difficulties at home, safeguarding procedures will be followed. This may include involving sources of support for the child such as Childrens Social Care and Youth Service.

Cherrywood is a non-smoking non-vaping school for all staff, students and visitors.