



# **PSHE, including Relationships, Health and Drug Education, Policy**

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## 1. Rationale

We aim to provide a creative and challenging curriculum that inspires our children and prepares them for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our pupils will have the opportunity to explore, ask questions, discover and become resilient, independent learners. Our Curriculum will prepare our children for life-long learning.

### **Bristol Steiner School Values**

Teaching and Learning at Bristol Steiner School is underpinned by 5 core values.

The 5 Bristol Steiner School Core- values are:

**COMMUNITY** We nurture strong relationships at our school, where teaching and learning are seen as relational activities. We build collaborative partnerships within our local community and the wider region.

**EXCELLENCE** We encourage and support our children and staff to strive to be the best they can. We inspire others by setting the benchmark for a holistic education.

**RESPECT** We promote socially conscious values that enable our children to appreciate the natural environment whilst behaving with empathy and tolerance towards all its inhabitants.

**INDEPENDENCE** We cherish each child as an individual, nurturing their wellbeing and self-belief in a safe environment, where their creative spirit and voice can be heard.

**CHILD-CENTRED** We deliver a Waldorf education that supports each child's development on their journey to young adulthood.

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

## 2. Aims

Personal, Health and Social Education underpins life at Bristol Steiner School. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. Our school Curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social

and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

Aims of PSHE education at Bristol Steiner School , Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. In order to prepare young children for their future, it is vital that they are equipped with the skills that will enable them to become informed and independent citizens.

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive, healthy relationships and respect for others;
- To develop resilience;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle, both physically and mentally;
- To develop online and offline safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social situations;
- To form good relationships with other members of the school and the wider community;
- To understand the role of the family in their own development.

### **3. Implementation**

Work in PSHE is planned using the Programme of Study set out by the PSHE association. The PSHE Programme of Study was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs. The programme of study also encompasses Relationships and Drug education.

The programme of study includes three core themes:

- **Health and Wellbeing**
- **Relationships**
- **Living in the Wider World**

PSHE content is delivered in a variety of different ways:

- Discreet Curriculum time;
- Visiting and hosting outside professionals, (e.g Life Skills Bristol, Bristol Drugs Project Outreach Group, Nurses, Doctors and other Professional Health Practitioners, NSPCC, Religious leaders) ;
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children;
- Planned learning will be recorded on weekly or daily plans.

There is a large overlap between our religion curriculum and the aims of PSHE we deliver a considerable amount of PSHE through our religious education lessons and as part of assemblies. We also develop PSHE through various activities and whole school events, e.g. Well-being Week, festivals Davila, . We are committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all.

### 3.1 KG Transition

Children will be provided with experiences and support twchich will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn.

Personal, Social and Emotional Development is made up of the following aspects:

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group; will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do and do not need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and other's behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

**Making Relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Physical Development includes: **Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy

and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Classes 1 to 5**

In Classes 1 to 5 we use the programme of study for PSHE from the PSHE Association as a basis for our planning. The overarching concepts, essential skills and attributes developed through PSHE education (PSHE Association January 2020) are:

**Identity** (their personal, what influences these; privacy, including online) qualities, attitudes, skills, attributes and achievements and understanding and maintaining boundaries around their personal

**Relationships** (including different types and in different settings, including online)

**A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

**Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)

**Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

**Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

**Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

**Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

**Career** (including enterprise, employability and economic understanding)

### **3.3 Relationships Education/RSE**

At the Bristol Steiner School, Relationship education is taught within the Personal, Social, Health and Economic (PSHE) curriculum. In addition, some aspects will be covered through:

- Science curriculum
- Circle times
- Assemblies

- Stories
- PE in the context of health and hygiene.

Relationship Education is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims are to:

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

Relationships Education forms an integral part of the PSHE Association Programme of Study. To ensure effective provision, the new compulsory elements of PSHE are integrated within a broader PSHE education programme, which includes comprehensive coverage of economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing both negative and positive risk.

The Bristol Steiner School has actively sought the views of parents, through the form of an online questionnaire, with regard to SRE. The outcomes of which were shared with all parents via the school newsletter. Throughout this process, school ensured that it was sensitive to the range of religious and cultural views about relationships education whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Statutory requirements

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.”

Should you like to see the guidance from the government please visit:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)

## Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically

identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

## Curriculum

### Statutory RSE Curriculum Content

We have developed the curriculum 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 age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

#### Families and people who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### Caring friendships

Children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### Respectful relationships

#### Children should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and granting in relationships with friends, peers and adults.

### Online relationships

#### Children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### Being safe

Children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

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).

#### Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected

- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### **3.4 Health Education**

Health Education aims to give our pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Areas covered are:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

### **3.5 Drugs Education**

We are committed to investing in our pupil's health and wellbeing, because we believe doing so will assist the process of raising their achievements. Drugs education is an important issue that is both essential and relevant to children in the real world. Through our approaches to drugs education we are seeking to develop and enhance life skills that can be built on and which will help them in the future.

In developing our policy and programme of study we have taken full account of the DfES guidance contained in 'Guidance for schools' (2004) and the Quality Standard for Drugs Education.

Therefore, this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

For the purpose of this policy and our drugs education programme, drugs are defined as: *a substance people take to change the way they think, feel or behave*. Our school uses the term 'drug' to include, caffeine, alcohol, tobacco, medicines and illegal drugs.

Drugs Education is an integral part of PSHE Education and should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle.

### **3.6 Special Educational Needs and Disability**

The children with Special Educational Needs will have access to the full PSHE curriculum. Children of all abilities are able to access the PSHE Education curriculum through the nature of the multi-sensory approach to teaching and learning that the PSHE curriculum lends itself to. Individual teachers differentiate activities and resources to cater for individual needs.

### **3.7 Equal Opportunities**

All teaching and non-teaching staff at Bristol Steiner School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school.

PSHE education can help school to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.

### **3.8 Spiritual, Moral, Social and Cultural Development**

The 1988 Education Reform Act requires schools to 'promote the spiritual, moral and cultural development of pupils at the school and in society' (paragraph 1:2) through the provision of a broad and balanced curriculum. Although schools are not specifically required to promote the social development of pupils, it is very much a feature of the life and work of pupils. At Bristol Steiner School, PSHE Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social and cultural development of our children.

The PSHE education delivered at Bristol Steiner School makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils, as Ofsted has set out.

### **3.9 Assessment and Record Keeping Procedures**

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

Assessment allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.

### **3.10 Resources and Accommodation**

Resources are selected that are:

- age appropriate,
- non-discriminatory and
- in accord with the values of the school.

Some resources chosen will appear discriminatory but these are used to challenge misconceptions, negative images and messages and stereotypes. Resource materials, books and equipment are available for use by all staff.

## **4. Other policies**

This policy works in conjunction with the following School related safeguarding policies and procedures:

1. *Safeguarding*
2. *Equalities*
3. *SEN*
4. *Behaviour*
5. *Curriculum*
6. *Anti-Bullying*
7. *eSafety*
8. *PSHE & SMSC Curriculum Statement*

9. *British Values Curriculum Statement*

**5. Review**

Evaluation is most likely to be on an annual basis but will also have to take account of any changes in the Programme of Study for PSHE or any statutory changes.