

Vigo Primary School



Personal Development Learning (PDL) Policy Including Sex and Relationships and Drugs Education

This policy has been approved and adopted by the Governing Body in July 2024 and will be reviewed in July 2025.

Signed: M.Johnson – Chair of Governors

Rational and Ethos

This policy covers our school's approach to Personal Development Learning (PDL), including Relationships and Sex Education (RSE) and drugs education.

At Vigo Primary School, we believe that the social and emotional development of all our children is paramount to enable them to flourish and succeed within their academic learning, achievements and emotional well-being. We believe that our PDL curriculum, inclusive of the RSE and drugs education supports every child to further develop and secure the knowledge, understanding and skills they need to lead: confident, safe, healthy, positive, independent lives and importantly to become informed, active and responsible citizens as they mature.

Our school's vision is that by the time pupils leave Vigo Primary School, they have the tools they need to motivate both themselves and others. Our school MIRROR values are entwined within everything we do each and every day at Vigo Primary School. Our children are Motivated, Independent, Resilient, Respectful, Open-minded and Responsible young people. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. PDL is at the core of our curriculum and it supports whole school improvements with the promotion of the health and well-being of both staff and children at all times.

At Vigo Primary School, the intended outcomes of our PDL curriculum are that pupils will:

- Know and understand how they feel, how others feel and the impact their choices, both verbal and physical, can have on others.
- Understand they have a right to choose what happens; they have the right to say no.
- Understand they have a responsibility to protect themselves
- Develop personal and social relationships and skills as they grow and mature.
- Develop the skills of personal interest, independence and the awareness of citizenship and how they can play an important role as part of a wider community.
- Develop their attributes of our MIRROR values, as well as others, including: honesty and kindness.
- Be able to lead a healthy lifestyle, with a growing awareness of the importance of both physical and emotional health and well-being.
- Be prepared for the opportunities, responsibilities and experiences of later life.
- Be encouraged to value themselves and others at all times.

Roles and Responsibilities

The governing body will approve the PDL policy, and hold the headteacher to account for its implementation. The headteacher, is responsible for ensuring that the PDL curriculum is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff are responsible for:

- Delivering the school's complete PDL curriculum in a sensitive, inclusive way at all times
- Modelling positive attitudes towards themselves, others and achievements
- Monitoring progress
- Responding to the needs of individual pupils during both PDL lessons and the school day

- Responding appropriately to pupils whose parents or carers wish for them to be withdrawn from the (non-statutory/non-science) components of PDL and RSE.

Training:

Staff receive training on the delivery of PDL and RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where needed.

Statutory Guidance

At Vigo Primary School, we teach PDL and RSE as set out in this policy.

The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At Vigo, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Documents that inform our PDL policy include:

- Teaching & Learning Policy
- Behaviour and Anti-Bullying Policy
- Safeguarding Policy
- Confidentiality Policy
- Managing drug related incidents policy
- PSHE Association
- 'Keeping children safe in education' September 2022
- 'Relationships and Sex Education (RSE) and Health Education' 2020
- 'Supporting children with medical conditions' December 2015
- 'Mental health and behaviour in school' November 2018
- Drugs: advice for schools – September 2012
- Sex and Relationships for the 21st Century - 2014
- Ofsted guidelines
- UN Convention for the Rights of the Child

Curriculum Design

RSE and drug education are taught within our PDL curriculum.

Our PDL curriculum is divided into three main areas of learning: relationships, health and well-being and living in the wider world. Some biological aspects of sex education are taught within the science curriculum.

Each year group's PDL curriculum is will be covered through a combination of:

- PDL lessons
- Thrive sessions – class, group and individual sessions
- Circle time
- Philosophy for Children (P4C) sessions
- School initiatives – playtime pals, talk buddies, etc.
- Interventions – for those children in need of an increased level of support within this area – e.g. Nurture Group sessions, ELSA, TALA, Social Skills Groups and Thrive groups.
- School events and activities (e.g. off-site visits, visitors to the school and school-based celebrations.)
- Assemblies focused on raising awareness of a variety of aspects in relation to PDL, Thrive, Citizenship, SMSC and RRS.
- Class targets – developed by the children during our half-termly PDL days for the children within each class.
- Teaching PDL through, and in, other curriculum areas (for example: Science, Literacy, History, PE)

At Vigo, we have developed our own PDL curriculum for Years 1-6, which incorporates the question-based model from the PSHE Association Primary Scheme of Work Planning Toolkit, which is recommended by the Department for Education. Also, we use the CWP resources to support aspects of the RSE learning within both Key Stage One and Two.

Each year group follows a new question-based enquiry each half term. The focus question is introduced and explored at the start of each half term during our PDL day and is the starting point that informs the learning and focus needs of the class for that term's PDL focus.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|--|---|--|--|
| Year R | PSED: building relationships and self-regulation | | | | | |
| | PSED: managing self | | | | | |
| | UTW: people, culture and communities | | | | | |
| | CL: listening, attention and understanding and speaking | | | | | |
| | Characteristics of an effective learner: resilience, independence, imagination and reflective | | | | | |
| Year 1 | What is the same and different about us? | Who helps to keep us safer? | How can we look after each other and the world? | What helps us to stay healthy? | What can we do with money? | Who is special to us? |
| Year 2 | How do we recognise our feelings? | What makes a good friend? | What is bullying? | What can help us grow and stay healthy? | What helps us to stay safer? | What jobs do people do? |
| Year 3 | How can we be a good friend? | What keeps us safer? | What are families like? | What makes a community? | How can we manage our feelings? | Why should we keep active and sleep well? |
| Year 4 | How do we treat each other with respect? | What strengths, skills and interests do we have? | Why should we eat well and look after our teeth? | How can we manage risk in different places? | How can our choices make a difference to others and the environment? | How will we grow and change? |
| Year 5 | How can friends communicate safely? | How can we help in an accident or emergency? | What decisions can people make with money? | What jobs would we like? | What makes up a person's identity? | How can drugs common to everyday life affect health? |
| Year 6 | How can we keep healthy as we grow? | | How can the media influence people? | | What will change as we become more independent? | |

PDL's core themes:

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

Supporting children with SEND

We recognise the right for all pupils to have access to PDL education learning which meets their needs. Children with additional needs will be given appropriate assistance and guidance to enable them to develop self-help skills during the lesson and beyond to fully access their learning and to ensure they have a secure understanding of the concept and skills focus.

Equal Opportunities

The school is committed to delivering a high-quality provision of PDL to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups. but

LGBTQ+

In making decisions about when to discuss Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ+) issues and when it is age appropriate is a decision that is to be made by the school. Specifics of the local context may change previous decisions about age appropriateness e.g. same sex parents joining the school community or pupils self-identifying with the LGBT community. Whatever the decision on age appropriateness,

LGBTQ+ content will be fully integrated into the programme of study rather than delivered as a stand-alone unit or lesson.

Safe and Effective practice

As a general rule, all teachers and staff will maintain a child's confidentiality. However, if a child is believed to be at risk, the teacher may want to talk to one of the school's Designated Safeguarding Leads (DSLs) and, if necessary, follow the child protection procedure. Please refer to the school Confidentiality policy, Child Protection policy and the Safeguarding policy.

Teachers are aware that effective PDL learning and RSE, which brings an understanding of what is and what is not appropriate in a relationship, could lead to a disclosure of a child protection issue at any given time. If this occurs, the adult whom the child has spoken to needs to record verbatim what the conversation was, share this information with one of the school's DSL's as soon as possible and log the disclosure on CPOMS. The school's safeguarding policy is adhered to by all members of staff at Vigo Primary School.

Visitors / external agencies which support the delivery of parts of our PDL curriculum

Engaging stakeholders

Pupils:

Pupils are expected to engage fully in every PDL session and, when discussing issues related to RSE, treat others with respect and sensitivity. The pupil voice will be used to review and tailor our PDL curriculum to match the different needs of our pupils, to ensure inclusion of all.

Parents and carers right to withdraw:

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We are fully committed to working with parents and carers. We strive to build positive and supportive relationships with the families of all our children through mutual understanding, trust and co-operation.

In promoting this objective, we:

- Make the school's complete PDL curriculum including: overview and medium-term unit plans and the PDL and RSE Policy available online, via the school's website,
- Answer any questions that parents may have about the RSE/PDL education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PDL in the school;
- Inform parents and carers via letter / email before all RSE elements of the PDL curriculum are being taught, giving parents / carers time to come and discuss content and view the resources with the class teacher and PDL leader (if required).
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We have committed to a retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

Monitoring, reporting and evaluation

The delivery of the PDL curriculum, including RSE and drug education is monitored by Miss Emily Nightingale (PDL leader) through:

- lesson observations
- learning walks
- 'scrapbook' scrutiny
- discussions and feedback from staff and children

Pupils' development in PDL is monitored regularly by class teachers as part of our internal assessment systems. Class teachers currently complete termly whole class Thrive assessments to track the social and emotional development of every child in the class. These assessment profiles then inform who requires intervention and what we can do to help plug their social and emotional development gaps.

Pupils will have many opportunities to review and reflect on their learning during lessons through carefully planned questioning, review tasks and the opportunities to share and ask questions to their class teacher, LSA and their peers.

Parents are informed in writing about their child's progress within the area of PDL at the end of each academic year.

Our Drugs education programme

Vigo Primary School is whole-heartedly committed to the health and safety of all its members and will take every action to safeguard their physical and emotional 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 and 'legal highs' as defined by the Psychoactive Substances Act 2016 which is due to be passed as law during 2016.

Rationale/key principles

We will provide all pupils with drug education as an integral part of our Personal, Development Learning (PDL) programme.

It is our aim to help all pupils to be able to take their place safely and informed 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, staff and pupils need to understand the nature of drugs, their social status, their uses and effects.

Ethos

Drug education in our school aims to enable and empower 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.

EYFS:

Discussion and learning about medication is child initiated based on the interests and questions posed by the children.

Key Stage 1:

Children are introduced to the ideas of things going into and onto the body, medicines and household products.

Key Stage 2:

Children are introduced to the fact that whilst all medicines are drugs, not all drugs are medicines. They also begin to be aware of the harmful effects on health of abuse of tobacco, alcohol and other drugs (both legal and illegal).

The drug education programme will provide opportunities for pupils to:

- learn about the safe use of medicines and household products
- explore attitudes and values around drug misuse.
- practise decision making skills.
- become aware of peer pressure and their influences.
- develop assertiveness skills.
- consider the consequences of risk taking and make informed decisions.
- learn how to access sources of help and information.
- emphasise the benefits of a healthy lifestyle.
- evaluate media messages on drug use.

Use of visitors and outside speakers

Outside agencies may be involved in the planning and teaching of the drug education programme and will be asked to adhere to our school policy. We aim to use visitors to support our planned teacher lead programme of education, in line with national and local guidance. The class teacher will always be present when visitors are working with our pupils.

PDL policy review date

This policy will be reviewed in July 2025

It will be reviewed by the PDL lead, headteacher and governors

This will ensure that our school PDL curriculum is meeting legal requirements and meeting the social and emotional needs of the children at Vigo Primary School.