

# Vigo Primary School



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

This policy was agreed by governors in November 2021 and will be reviewed in November 2022.

## **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

## **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 complete PDL curriculum in a sensitive, inclusive way at all times.
- Modelling positive attitudes towards
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the (non-statutory/non-science) components of PDL and RSE.

### **Training:**

Staff are trained 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 became 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 2020
- ‘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 21<sup>st</sup> 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
- P4C sessions
- School initiatives – playtime pals, talk buddies, etc.
- Interventions – for those children in need of an increased level of support within this area – eg Nurture Group, ELSA, FEIPS, Social Skills Groups and Thrive groups.
- School events and activities (eg 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 RRR.
- Class charters – developed by the children 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. We are using the [www.fpa.org](http://www.fpa.org) Yasmin and Tom online programme to support the RSE learning within all year groups.

Each year group has a question-based enquiry that changes every half term. This question is introduced and explored in each class at the start of each half term during our PDL days and is the starting point that informs that term’s PDL focus.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	PSED: Making relationships, self-confidence and self-awareness and managing feelings and behaviour					
	PD: Health and Self-Care					
	UTW: People and Communities, The World and Technology					
Year 1	Who helps to keep us safe?	What can we do with money?	What helps us to stay healthy?	What is the same and different about us?	Who is special to us?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What can help us grow and stay healthy?	What helps us to stay safe?	What jobs do people do?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	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 will we grow and change?	Why should we eat well and look after our teeth?	How do we treat each other with respect?	What strengths, skills and interests do we have?	How can we manage risk in different places?	How can our choices make a difference to others and the environment?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent?	

\*The order of the units in each year group may change due to the experiences and needs of the children

## SEN

Children with learning difficulties or physical needs will be given appropriate assistance and guidance to enable them to develop self-help skills.

## Equal Opportunity

The school is committed to the 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 there may be occasions where children with Special Educational Needs are given extra support

## 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.

## **Safeguarding**

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 DSLs as soon as possible and log the disclosure on CPOMS.

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' 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 wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we:

- Make available online, via the school's website, the school's PDL curriculum overview, this PDL and RSE Policy;
- 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 Karen Field (PDL leader) through:

- Lesson observations,
- Learning walks,
- Book scrutiny,
- 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.

### **PDL policy review date**

This policy will be reviewed in November 2022

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.

## **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.

#### 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
- identify the risks around alcohol and tobacco
- 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.

