



# Personal, Social, Health and Economic Education

1<sup>st</sup> November 2022

Next review date: 31<sup>st</sup> October 2024

## CONTENTS

Intent, Implementation and Impact	2
1. Context	3
2. Aims and Objectives	3
3. Approaches to Quality of Teaching	4
4. Resources	4
5. Learning Environment	4
6. Planning	4
7. Assessment	5
8. Cross Curricular Opportunities	5
8.1 Reading, writing, communication, maths and ICT	5
8.2 Foundation subjects	5
8.3 Spiritual, Moral, Social and Cultural	5
8.4 Drugs, Alcohol and Tobacco	5
9. Enhancing the Curriculum	5
10. Inclusion	6
10.1. Special Education Needs and Disability	6
11. Health and Safety and Safeguarding	6
12. Roles and Responsibilities	6
13. Policy Review	6
Appendix 1: Outline of PSHE Curriculum: Jigsaw	7-9
Appendix 2: Statutory Health Education and PE	10-11
Appendix 3: Drugs, Alcohol and Tobacco Education	12

**This policy should be read in conjunction with the *Quality of Education Policy*, any related subject policies and the following:**

Assessment Policy	Health and Safety Policy
Anti-Bullying Policy	Safeguarding and Child Protection Policy
Behaviour Policy	Special Educational Needs and Disability Policy
Managing Drug related incidents policy	Relationships and Sex Education Policy
Early Years Foundation Stage Policy	School Travel Plan

**Other documents that support the teaching and learning of Personal, Social, Health and Economic Education:**

Development Matters (for the Early Years Foundation Stage)  
Documentation to support curriculum planning e.g. Emotional Literacy resources

**Throughout this policy 'parents' denotes those with parental responsibility.**

## **Intent**

*At Belmont Primary School, PSHE is a journey the children follow throughout their school life. It is central to our school ethos and it equips children with the knowledge, skills and attributes to manage healthy, safe and responsible lives.*

- The children have accurate and relevant knowledge of PSHE which gives them the opportunity to explore a range of values, attributes and rights and responsibilities.
- They are given a range of opportunities to develop a personal understanding.
- Children will develop a range of skills and strategies to live a health, safe, responsible and balance life.

## **Implementation**

Our PSHE curriculum covers all areas of the subject. One timetabled PSHE lesson per week is taught throughout the school and delivered in an age-appropriate way so that they meet children's needs. In the Foundation Stage, PSHE is an integral part of the curriculum and is known as Personal, Social and Emotional Development (PSED). It is an area of learning which looks at the child's wellbeing – knowing who they are, where they fit in as well as developing respect for others, social competence and a positive disposition to learn.

Our PSHE curriculum is Jigsaw which includes opportunities to link learning with the British Values, SMSC and Key Skills. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables us to generate a whole school focus for adults and children alike.

There are many other opportunities where children are involved in PSHE outside of the discreet lesson, including assemblies where a range of themes are covered. Some of these include cross curriculum teaching, the school council (there are 2 representatives from each class from Yr 3 to Yr 6), Year 6 House Captains, joint activities between year groups such as our 'Reading Buddies' and regular performances for parents.

## **Impact**

- Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Children will demonstrate a healthy outlook towards schools. Attendance is in-line with the national and behaviour is very good.
- Children will become healthy and responsible members of society
- Children are on a journey which is preparing them to be a global citizen and in their future roles in the global community.

## **1. Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Belmont Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen as an appendix to this policy. (Appendix One)

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

### **Statutory Relationships and Health Education**

*“The Relationships Education, Relationships and Sex Education and Health Education (England) 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...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”*

DfE Guidance p.8

*“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”*

DfE Guidance p.8

Here, at Belmont Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

## **2. Aims and objectives**

Through this policy we aim to ensure that children will:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the School community;
- be positive and active members of a democratic society;
- develop self confidence and self esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the School and the wider community.

## **3. Approaches to Quality of Education**

A variety of methods and activities are used to enable pupils to interact with one other, developing interpersonal skills, and also to allow them to clarify their values and attitudes and express feelings in a constructive way.

All lessons will:

- respect individual pupils’ views and feelings;
- enable all pupils to participate through use of a variety of classroom groupings;
- allow pupils some time to reflect upon what they have learned;
- be brought to a satisfactory conclusion in the time available.

PSHE is usually taught in mixed classes. The School recognises that there may be occasions for a class to be split into teaching groups by gender, and/or to have a same-sex professional adult present e.g. for Relationships and Sex Education. We also recognise that PSHE is not only taught in lessons but also through the ethos and values of the School and the relationship between staff and children.

#### **4. Resources**

In addition to the resources listed in the Quality of Education Policy, children are also be given the opportunity to participate in workshops during particular themed weeks. These may include anti-bullying workshops, Debra the Zebra assembly and workshops to promote healthy eating.

#### **5. Learning Environment**

We recognise the importance of teachers creating a safe supportive learning environment for PSHE in which children are able to ask questions with confidence, discuss their feelings openly and talk about subjects that may be of a difficult or sensitive nature in an atmosphere of mutual respect. Ground rules will be set by the class teacher in all class and small group discussions to respect others' opinions, values and beliefs.

#### **6. Planning**

##### **Whole-school approach**

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

PSHE is specifically taught through planned sessions which take two forms:

- regular 30-45 minute lessons, providing opportunities for class discussion, role play and circle time as well as other activities related to the PSHE Jigsaw curriculum. Such lessons may also be used to address issues pertinent to the class e.g. issues raised via the worry box;
- units of work linked to a theme taught in blocks (see above). Blocks allow sometimes sensitive and difficult issues to be taught over the course of a week without long breaks between lessons. The long-term curriculum plan maps the themes studied in each year group. (See Appendix 1)

Themed blocks are often taught school-wide simultaneously, such as

- Health and Fitness week where the main emphasis is on developing healthy eating, healthy active lifestyles and understanding how we can look after our mental well-being.
- Walk to School week in which children are informed about the benefits of walking, scooting or cycling to school and how regular exercise can improve their health as well as helping to reduce congestion around London.

We also recognise that opportunities arise for teaching and learning in PSHE that are unplanned, and may be specific to particular individuals, groups, classes or year groups. These opportunities may occur in the classroom or playground and may require follow-up in the form of further planned sessions.

## **7.. Assessment**

PSHE is a subject in which informal and observational assessments are particularly relevant in making judgments about children's progress and level of understanding. The School has clear expectations of what the pupils will achieve and know or skills they will acquire and use by the end of each Key Stage.

At Belmont Primary School, we see PSHE as a journey the children follow from Nursery to Year 6. To showcase this fantastic journey and the opportunities the children are given each class has their own PSHE scrapbook. This is a place where we can record the different activities the children have taken part in from voting in School Council to exciting workshops and trips.

## **8. Cross Curricular Opportunities**

### **8.1 Reading, writing, communication, maths and ICT**

Texts and stories are frequently used as a basis for PSHE work and verbal and non-verbal communication are key to teaching about building relationships and exploration of issues through drama and role-play. Links are also made to ICT via resources and work around the issue of cyber-bullying and to maths through development of economic understanding.

### **8.2 Foundation subjects**

Other subjects often provide a context to explore personal, social, health or economic ideas. Cross-curricular links arise naturally between PSHE and foundation subjects e.g. Sex Education and Science, responsibility for the environment and Geography, democracy and History, costing and marketing and DT, healthy active lifestyles and PE, development and understanding of personal values and RE. See Appendix 2 on how the statutory Health Education links with PE.

### **8.3 Spiritual, Moral, Social and Cultural (SMSC)**

There are strong links between SMSC and PSHE, with many shared contexts and opportunities for development such as assemblies, School Council meetings, social group tea parties and community events.

### **8.4 Drugs, Alcohol and Tobacco**

Health, moral and economic implications of use of drugs, alcohol and/or tobacco allow links to be made to Science, RE and Maths respectively.

## **9. Enhancing the Curriculum**

Workshops, visits and activities outside the classroom enhance the PSHE curriculum. Workshops are often offered to several year groups to promote understanding of issues such as road safety, healthy eating or anti-bullying strategies. The Year 6 residential visit is a key resource for developing pupils' personal and social development. Other visits take place to local businesses, residential homes for the elderly etc. Related to Drugs, Alcohol and Tobacco: visits by professionals such as Community Police Officers, role play, any appropriate available programmes or workshops.

## **10. Inclusion**

At Belmont Primary School we promote acceptance and respect for all. We foster this in our pupils and practise it ourselves. Our purpose is to deliver a well planned and appropriate PSHE curriculum, which meets the needs of the community that we serve. The emphasis in our School is to know each child as an individual. In line with our policy on Equality and Community Cohesion, we avoid making invalid assumptions about the characteristics and behaviour of groups of pupils and ensure that all staff are knowledgeable of, and sensitive towards, individual differences within children or their families be they in gender, race or ethnicity, disability, religion or belief, sexual

orientation, gender identity or reassignment, pregnancy or maternity. These differences in our community may be particularly pertinent in some of the aspects of the PSHE curriculum and staff make every effort to cater sensitively to individual needs and circumstances.

### **10.1 Special Educational Needs and Disability**

It is recognised that some individuals need particular support to develop their personal, social and emotional skills and individual or group programmes may be tailored to meet the needs of these children. See SEND Policy and Behaviour Policy for further details.

## **11. Health and Safety and Safeguarding**

PSHE provides a particular forum for pupils to develop their understanding of personal health and safety. See also Health and Safety Policy.

It is also a subject in which sensitive and difficult issues are often under discussion e.g. within the Learning to Respect programme or Sex and Relationships Education. Issues raised by any child must be dealt with sensitively and appropriately. Any concerns must be reported to the Head Teacher as designated person for child protection immediately. See Safeguarding and Child Protection Policy.

## **12. Roles and Responsibilities**

In addition to the responsibilities outlined in the Quality of Education Policy, the Subject Leader will also liaise with specialists and theatre groups in order to arrange visits during themed weeks throughout the year to support children's learning.

## **13. Policy Review**

This policy will be reviewed according to the cycle agreed by the governors' Curriculum and Achievement Committee for curriculum policies.

### Appendix 1: Jigsaw PSHE 3 -11/12 Content Overview

Age Group	Being Me In My World Autumn 1	Celebrating Difference Autumn 2	Dreams and Goals Spring 1	Healthy Me Spring 2	Relationships Summer 1	Changing Me Summer 2
<b>Ages 3-5 (F1-F2)</b>	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
<b>Ages 5-6</b>	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
<b>Ages 6-7</b>	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 Gender 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

<b>Ages 7-8</b>	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
-----------------	---	---	---	---	---	--

© Copyright Jigsaw PSHE Ltd

Age Group	Being Me In My World Autumn 1	Celebrating Difference Autumn 2	Dreams and Goals Spring 1	Healthy Me Spring 2	Relationships Summer 1	Changing Me Summer 2
<b>Ages 8-9</b>	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 Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on 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



<b>Ages 9-10</b>	Planning the forthcoming year 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 Material 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 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
<b>Ages 10-11</b>	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: Health Education and Physical Education

Health Education	Physical Education
<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a <b>normal part of daily life</b>, in the same way as physical health.</li> <li>• that there is a <b>normal range of emotions</b> (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to <b>recognise and talk about their emotions</b>, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are <b>feeling</b> and how they are behaving is <b>appropriate and proportionate</b>.</li> <li>• the <b>benefits of physical exercise</b>, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• <b>simple self-care techniques</b>, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• <b>isolation and loneliness</b> can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that <b>bullying</b> (including cyberbullying) has a <b>negative</b> and often lasting impact on mental wellbeing.</li> <li>• <b>where and how to seek support</b> (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• <b>it is common for people to experience mental ill health</b>. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p><b>Social, personal development and mental wellbeing.</b></p> <ul style="list-style-type: none"> <li>• <b>Children taught how to communicate effectively</b> and work within different groups to <b>achieve a common goal</b>. <b>Teamwork</b> is encouraged across the curriculum and within competition formats. Children develop understanding of how to be <b>adaptable</b> to different scenarios.</li> <li>• <b>Resilience</b> is encouraged across the whole curriculum. Children understand the importance of setting <b>realistic goals</b> and targets when faced with physical challenge and are given guidance and support when challenges are difficult to overcome.</li> <li>• <b>Understanding the importance of good sportsmanship</b> in games and activities, regardless of the outcome, to ensure positive attitudes towards their own efforts as well as encouraging others.</li> <li>• <b>Opportunities to discuss emotions and feelings</b> after challenges and activities in PE lessons. Discuss how to overcome barriers to completing challenges. 'How did you feel?' 'What went well?' 'What will you do differently?' etc.</li> <li>• <b>Extra-Curricular clubs</b> provide children with opportunities to develop social interaction with others with similar interests. BEST club offers emotional support whilst incorporating physical activity.</li> <li>• <b>Health and Wellbeing</b> celebrated across the whole school with a special week. Variety of activities provided which promote physical and mental well-being including Yoga, mindfulness and fun runs. Children able to make links between physical activity and mental wellbeing.</li> </ul>

<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>the characteristics and <b>mental and physical benefits</b> of an active lifestyle.</li> <li>the importance of <b>building regular exercise into daily and weekly routines</b> and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the <b>risks associated with an inactive lifestyle</b> (including obesity).</li> <li><b>how and when to seek support</b> including which adults to speak to in school if they are worried about their health.</li> </ul>	<p><b>Physical Health and Fitness</b></p> <ul style="list-style-type: none"> <li><b>Broad curriculum</b> allows children to explore interests and find an activity to suit their own active lifestyle. Children given opportunities for <b>social and personal development</b> as well as skills and guidance to improve <b>physical literacy</b> and <b>knowledge and understanding</b> of games.</li> <li><b>Inter-house, Intra-house and clubs</b> are built into child's individual weekly physical routine, introducing new ways to stay active as well as encouraging them to continue their favourite way of staying active. Links within the local community further support this.</li> <li><b>Additional opportunities</b> to increase physical activity to <b>benefit emotional, social and mental wellbeing</b> – not just physical. Opportunities targeted at all children, <b>regardless of age, ability or personal circumstances</b>. Examples of this include: <ul style="list-style-type: none"> <li>Daily Mile</li> <li>Active classrooms / brain breaks</li> <li>Inter-house tournaments</li> <li>Wake-up shake up</li> <li>Health and Wellbeing week</li> <li>Walking to school / Beat the street</li> <li>PE and health assemblies to share and discuss the importance of keeping active and maintaining a healthy lifestyle</li> </ul> </li> </ul>
<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>what constitutes a <b>healthy diet</b> (including understanding calories and other nutritional content).</li> <li>the principles of <b>planning and preparing a range of healthy meals</b>.</li> <li>the characteristics of a <b>poor diet</b> and <b>risks</b> associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li><b>PE and Health Noticeboards</b> to encourage physical education values and to promote importance of healthy diets and eating</li> <li><b>Health and Wellbeing</b> assemblies to share and discuss what it means to be healthy and what a healthy diet looks like – links to Science curriculum.</li> </ul>
<p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>how to make a clear and <b>efficient call to emergency services</b> if necessary.</li> <li>concepts of basic <b>first-aid</b>, for example dealing with common injuries, including head injuries.</li> </ul>	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li><b>Safe practice is embedded</b> in the curriculum to develop awareness of safety and the importance of keeping safe in lessons. Children learn how to use equipment / perform movements and skills correctly.</li> <li>Importance of appropriate warm ups and cool downs are highlighted to children in lessons to develop an understanding of how to <b>prepare the body for activity and minimise the risk of injury</b>. Understanding for wearing the appropriate clothing, removing jewellery and tying hair back also helps to minimise injury.</li> </ul>

### Appendix 3:

#### **Approaches to Quality of Education**

Drugs Education is taught mainly by the class teacher as part of the continuing Personal, Social, Health and Economic Education (PSHE). Other professionals eg School Nurse and/or the Community Police Officer will be involved in the drugs education programme, where appropriate, particularly with older pupils.

#### **Planning**

Drugs, Alcohol and Tobacco Education (DATE) is taught as part of the Healthy Me topic in our Jigsaw Curriculum. It develops across our school and there is one lesson for each year group. The content is given in more depth as the children become older.

EYFS	KS1	LKS2	UKS2
Safety	Yr 1: Medicine safety/safety with household items  Yr 2: Medicine Safety	Yr 3: Attitudes towards drugs  Yr 4: Smoking and Alcohol	Yr 5: Smoking, including vaping, Alcohol and Alcohol and anti-social behavior  Yr 6: How substances affect the body