



Tickford Park Primary School

*Personal, Social and Health Education and Citizenship
Policy
(Inc. Sex and Relationships and Drugs Education)*

October 2019

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Person responsible for policy: PSHE Leader

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Personal, Social and Health Education and Citizenship Policy

Introduction

The overall atmosphere and type of learning environment created by a school is vital to the personal growth and development of all children. The organisation and rules, the relationships of staff with children, all carry significant messages about the values the school places on promoting positive attitudes, behaviour and codes of conduct. This part of the “hidden” curriculum is as important as the quality of the teaching and learning that takes place. At Tickford Park Primary School (TPPS), the whole staff share common attitudes and beliefs about the kinds of values and behavior that are essential to help promote the ethos of the school.

We feel that an environment where children feel safe and secure to explore and investigate new experiences, whilst also being able to reflect on and evaluate what has been learned, will further a child’s learning. We ensure that the contributions and opinions of every child are valued and deserving of attention.

The central element of personal, social and health education is the development of the child’s self-esteem. Anyone with a poor self-image finds it harder to learn new skills, to be confident in making decisions or to form stable relationships. It is vital, therefore, that we help children to increase their self-awareness and self-confidence, by ensuring that each has the opportunity to achieve and be successful.

We believe that PSHE should enable children to become healthier, independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school, and the wider community. In doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in class management. We teach children about their rights, and their responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

DEFINITIONS of Personal Social & Health Education (PSHE):

PSHE is delivered through a planned programme of learning opportunities, and experiences, that help children and young people grow and develop as individuals, and as members of families and communities. It equips them with the knowledge, understanding and practical skills they need to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on, and clarify,

their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Aims and Objectives of PSHE in school:

As a school, we aim for all our children to,

- develop a set of personal values and attitudes/develop principles for distinguishing between right and wrong.
- develop self-esteem and emotional well-being.
- develop positive relationships and form, and maintain, worthwhile and satisfying relationships based on respect for themselves and others.
- make informed choices and decisions.
- take responsibility for their own actions.
- develop skills and knowledge to understand personal health and growth.
- develop positive attitudes towards health.
- be prepared for adult life, and be responsible and caring citizens;
- develop knowledge, understanding and appreciation of the their own and differing cultures.
- develop pupils' integrity and autonomy.
- promote equal opportunities, and challenge discrimination and stereotyping.
- respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.
- to deal effectively and efficiently with a range of financial decisions in their present, and future adult, life.
- develop their ability to relate to others and work for the common good, and contribute towards the school's welcoming and health-promoting environment.

Teaching and learning styles:

At this stage of children's development, many personal, social and health issues are best covered through the fostering of close relationships with the class teacher. This enables young children to feel safe to explore new experiences. Such experiences are best presented at this stage in the context of classroom teaching, and the everyday life of the school. Much of the work will be covered through planning and delivery of lessons, and everyday occurrences can be used to raise and discuss social and moral issues.

At TPPS the PSHE curriculum will be delivered in a variety of ways:

- Through assemblies
- Incorporated into lesson planning

- As separately timetabled sessions, e.g. visits by the community police, dental service
- By means of class “circle” time and/or group discussion, and delivery of PSHE lessons once a week
- By role-play and educational games
- Imaginative writing
- Use of video and ICT

The curriculum content for PSHE follows the Go-Givers Scheme of work.

It is likely that sensitive and controversial issues will need to be addressed from time to time, whether they arise incidentally or as part of a planned programme of work. Children will be given opportunities to consider such issues, so that they may make informed decisions themselves.

Two aspects of the PSHE curriculum need particularly sensitive, and careful, handling by teachers, not only in their approach with children but in their involvement of parents. This is Drugs Education and Relationship and Sex Education.

Contribution of PSHE in other Curriculum areas:

We teach PSHE, citizenship and Relationships and Sex Education (RSE) in a variety of ways, e.g. we follow the Christopher Winter scheme of work for DRE and RSE, teach about healthy eating in food technology and science, discuss safety issues such as water, and sun, safety in assemblies. Sometimes, when dealing with issues around road safety or personal safety, we teach PSHE and citizenship as a discrete subject. On other occasions, we introduce PSHE and citizenship topics through the teaching in other subjects. For example, when teaching about local environmental issues in geography we offer pupils the opportunity to find out more about the school, its grounds and the surrounding area. Drug awareness lessons are taught through the Christopher Winter Scheme of Work.

We also develop PSHE and citizenship by raising money for our designated charities.

The Foundation Stage:

We teach PSHE as an integral part of our curriculum. Our teaching in PSHE and citizenship matches the aim of developing a child’s personal, emotional and social development as set out in the Foundation Stage Development Matters. We also support citizenship education in the reception class, when Understanding the World is covered.

Equal Opportunities:

All members of the school are committed to the Equal Opportunities Policy. Discrimination based on special needs, race, gender, colour, religion, faith, physical appearance or disability is unacceptable to us (see Equal Opportunities Policy).

We will ensure access for all in PSHE lessons. Where necessary, adaptations, such as access to the resources and activities, will be made for Special Educational Need & Disability (SEND) children. Teachers provide differentiated activities, support and resources for work. Additional support, where appropriate and where possible, and differentiation, are provided for SEND pupils and higher attaining pupils.

Teaching PSHE and citizenship to children with special needs:

We teach PSHE to all children regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, teachers take into account the targets set for the children in their Education Health care Plans (EHCPs), some targets of which may be directly related to PSHE and citizenships targets.

For gifted and talented pupils, teachers will provide additional opportunities for the children to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class, or wider community.

Assessment for learning:

Our teachers assess the children's work in PSHE and citizenship by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

The achievements of pupils in PSHE and citizenship is reported to parents each year in the annual report.

We do not set formal examinations in PSHE and citizenship. The assessments that we make are positive, and record achievement in its widest sense.

Monitoring and Evaluation:

Monitoring and evaluation of the curriculum, and resources, is the responsibility of the PSHE subject leader. The development of the teaching and learning of PSHE is closely monitored by the subject leader, and Lead Team in the school.

Resources:

We keep resources for PSHE and citizenship in a central store, with additional resources in each class and the library.

GoGivers login is available for all to access lessons and materials.

CD-Roms, resources and Interactive Whiteboard resources from The Christopher Wright Project are available to support with the Relationships and Sex elements of the curriculum, and are grouped in age ranges. There is also a Drugs Education curriculum, that is covered once annually by each year group.

Visits and Visitors:

Visitors play an important part in the PSHE and citizenship curriculum in the school. Experts in particular areas are used not only for their specialist knowledge, but also to encourage pupils to see the relevance of the subject to life outside school. Some use is also made of visits. It is important that visitors are aware of school policy and agree to operate within them. Visitors may include the School Nurse, local police officers, oral health practitioners and Brook advisors.

All parties involved in work with children and pupils at this school will be made aware of the school confidentiality policy.

Parents/Carers:

Partnership between school and parents is the key to success. When issues that require careful handling occur, or are planned for, a Parents Meeting will be held to ensure all parents are supportive and understanding of what will be taught, how and why.

Relationship and Sex Education Policy Statement

INTRODUCTION

This policy should be read in conjunction with the PSHE policy for the school.

As they develop, children have a growing interest in, and understanding of, many social and moral issues. They have a natural curiosity about themselves – their bodies, their feelings and their relationships. They have a need to explore the meanings and implications of their emerging sexuality and the related physical and emotional changes they experience.

At this school sex and relationship education is taken to mean:

“..... lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity....”

(SRE Guidance July 2000 page 5)

At TPPS, our teaching takes account of the maturity of the children and aims to help with the physical, mental and emotional changes of growing up. We give children an appropriate understanding of human reproduction, relationships and family life within a moral and ethical framework. Our SRE curriculum draws on experiences and activities covered by other curriculum subjects, particularly aspects of the science orders, e.g. life and living processes, and other aspects of the PSHE and citizenship scheme of work. It needs to be recognised that school is not the only setting in which children gain information and awareness of this subject.

Questions that children ask are treated seriously and sensitively, with all adults in school responding appropriately to the needs of the children, using appropriate language. The teacher’s personal knowledge and understanding of the child will be a guide. We recognise that some children have given little thought to such issues and would not be ready for detailed explanations. Proper consideration needs to be given to religious and cultural factors and to the wishes of parents.

A summary of the content of RSE is available on request – we use the Christopher Winter Scheme of work and all staff are trained before they begin the sessions.

Teaching and Learning content:

These are,

- *Develop confidence in talking, listening and thinking about feelings and relationships;*
- *Are able to name parts of the body and describe how their bodies work;*
- *Can protect themselves and ask for help and support; and*
- *Are prepared for puberty*

Resources:

Materials used in the school, to deliver this subject area, will be in accordance with the PSHE and citizenship policy statement and will be appropriate to the age and the religious and cultural background of the pupils concerned. (Education Act 1996: section 148(4))

Parents/Carers

Parents have the right to withdraw children from RSE lessons, and should be notified where these are planned into the curriculum. Parents requesting withdrawal are invited to discuss their concerns with the class teacher or Head teacher. They need to understand that the right of withdrawal does **not** apply to the national curriculum and related activities. The issue of how a child who has been withdrawn from SRE lessons will catch up with the missed information needs to be addressed, and arrangements made for separate supervision during this time.

Drugs Education Policy Statement

INTRODUCTION

In this document, the word 'drug' is used to include all drugs whatever their legal or social status, including alcohol, tobacco, solvents and medicines. We recognise that any drug can be potentially hazardous.

Education about the use and misuse of drugs is a vital part of "preparing children for the opportunities, responsibilities and experiences of adult life." (Education reform Act) As with every aspect of education, primary schools have to lay the all-important foundations for learning, which will go on for the rest of life. We need to select information and plan activities which are appropriate to the age, stage of development and background of the children in our school.

It is considered that although relatively few children would be actively involved in experimenting with illegal drugs,

"All pupils, including those in primary schools, are likely to be exposed to the effects and influences of drugs in the wider community and be increasingly exposed to opportunities to try both legal and illegal drugs."

"There are also indications that drug education has a role in reducing the risks associated with drug use, reducing the amount of drugs used and helping people to stop."

(Drugs: Guidance for Schools, DfES, 2004)

We have a responsibility to develop and carry out a drug education curriculum, and to deal effectively with any drug-related incident on the school premises.

TPPS condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances. We have a responsibility to deal with drug-related incidents and have set up procedures to deal with these (See Appendix A)

Whilst we acknowledge that the number of young people who use and misuse substances is rising, it is important to recognise the large number who do not misuse substances over a long period.

There is no legal right of parental withdrawal from drug education as there is with sex education.

Aims of Drug Education:

- to enable pupils to make healthy, informed choices by increasing their knowledge, challenging their attitudes and developing and practising skills.
- to provide accurate information about substances that are relevant.
- to increase understanding about the implications and possible consequences of use, and misuse.
- to encourage understanding for those experiencing, or likely to experience, substance misuse.
- to seek to minimise the risks that users, and potential users, face.
- to enable young people to identify sources of appropriate personal support.
- to provide a range of activities and opportunities for learning about drugs, and the issues raised by their use.
- to create a climate in which our pupils feel comfortable discussing their perceptions of drugs.
- to encourage our pupils to participate in healthy activities.
- to help our pupils to accept the increasing responsibility they have for maintaining their own health.
- To improve the self-esteem of our pupils.
- To support our pupils in developing and maintaining relationships.
- To help our pupils to develop assertiveness in appropriate situations

A summary of the content of Drugs Education is available on request – we use the Christopher Winter Scheme of work and all staff are trained before they begin the sessions.

APPENDIX A

The management of drug related incidents on school premises:

This policy and procedures apply to:

- all legal and illegal drugs and medicines.
- all pupils, staff and visitors to the school.
- the school premises.
- *(pupils' journeys between home and school)*
- educational visits, residential courses and extra-curricular activities for pupils.

The possession, use or supply of any drug is regarded as a breach of school rules, and the appropriate disciplinary procedure will be initiated, with the exception of:

- *the use of medicines by pupils with parental notification and knowledge by the school nurse, or equivalent*
- *the appropriate use of medicines by staff*
- *the smoking of tobacco by staff on journeys between school and home*
- *consumption of alcohol by staff and visitors during social occasions on the premises when there are no pupils on site (unless the school is a 365 day, 24 hour no-alcohol site)*

There are no circumstances in which it is appropriate, or acceptable, for staff or visitors to use tobacco, alcohol or illegal drugs in the presence of pupils.

Any information about illegal drugs, or the illicit sale of legal drugs, outside the scope of this policy as defined above, will be passed on to the police. This includes sale of tobacco, solvents and alcohol to under age people, and any information about the use, possession or supply of illegal drugs.

School procedures

Until the next review of this policy the agreed procedures (Drug situations - medical emergencies, and Situations involving drugs without medical authority) will be distributed to all staff, applied in relevant circumstances, and details entered on a copy of the attached Record of drug-related situations form.

- The Head teacher should always be notified. Child protection issues may need to be considered.
- Parents will be contacted immediately in the case of a medical emergency, if the police are called to carry out a personal search, and at the assessment stage in other situations. If a decision is made not to inform parents because this may compromise the child's safety, the reasons for the decision will be clearly defined and recorded.
- All staff are trained in first aid, and key members are on duty in the medical room throughout the day. The medical rota is displayed around the school.
- Samples of suspected illegal substances will be handed to the Head teacher, who will store them in a specified locked cupboard, together with a signed and witnessed statement that includes all relevant information about the source of the sample. A decision will be made, at the assessment stage, whether the sample will be destroyed or handed to the police (contact may be made to the Local Authority environmental services department for safe and secure disposal of dangerous matter if needed). If it is destroyed a signed and witnessed statement must be made to this effect. If legal action is expected, or if a "high tariff" sanction is taken, which may be contested by parents, such as permanent exclusion, is likely to be imposed, forensic testing by the police will be necessary.
- Teachers and non-teaching staff need to be alert to warning signs that a child is misusing drugs.
- Where the school is used regularly for after-school activities, the caretaker should be aware of the need to check regularly for any visible signs, (e.g. discarded needles, tin foil, cigarette ends, empty beer bottles etc.) of drug misuse.
- Medications, e.g. inhalers for asthma sufferers are kept in a central cupboard in each classroom with the first aid sign on it.

- The school will call upon a range of specialised agencies, which can support at-risk children. These include education welfare services, local health and social services and the local police.

Responses following assessment

Current national guidance is as follows:

“Schools should develop a range of responses to drug incidents. Any response should balance the needs of the individual against those of the wider community and should be determined after a full and careful investigation.”

(Drugs: Guidance for Schools, DfES, 2004)

FOOTNOTE

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed in relation to that drug providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

(Drugs: Guidance for Schools, DfES, 2004)

Key criteria for good drug education materials (Drugs Guidance 2004).

These criteria will be used when monitoring by Lead Team, or the subject leader, takes place:

1. Clearly stating underpinning beliefs and values.
2. Showing how the materials incorporate pupils’ existing drug awareness.
3. Offering a range of activities, based on successful teaching and learning styles.
4. Giving accurate and balanced facts, not aiming to shock or horrify.
5. Assessing aims and objectives.
6. Including examples of how the materials meet statutory and non-statutory learning outcomes.
7. Cross-referencing to target ages, national curriculum key stages and cross-curricular subjects.

8. Accommodating different models and school timetables.
9. Guiding on the knowledge, understanding and skills required to deliver the materials.
10. Recognising the importance of parental understanding, support and involvement.
11. Providing evidence of successful use in schools.