

St. John's C of E Primary School
Policy for PSHE (including SRE and Drug Education)

Agreed By Governors

Introduction

People Responsible

Emma Baker

Healthy Schools Status

Finalising Healthy Schools Status

Background Information

St. John's Church of England VA Primary School caters for approximately 220 pupils, boys and girls aged four to eleven years. The school's catchment area includes a variety of private residential housing. The number of pupils who claim free school meals is well below the national average. The number of pupils with special educational needs is also below the national average. The pupils come from a variety of different cultures and the intake is becoming more diverse.

Policy Statement

What is PSHE?

'Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.

It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.' QCA

Why Should It Be Taught

PSHE with Citizenship is an important part of the Curriculum, encompassing the five areas of the 'Every Child Matters' within this order to ensure the well-being of children and young people from birth to age 19. This includes facilities which will be offered through the Children's Centre.

Personal, Health and Social Education underpins life at St. John's CE Primary School. Children's attitude to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision-making to promote healthy lifestyles.

Our school Curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

PSHE with Citizenship is reinforced through the School aims:

- A thriving, purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning.

- A welcoming and open community where all those involved in the successful development of children, parents and families first, then school staff, governors and other professionals work closely together for a school improvement.
- They should be safe, secure and happy in school.
- They have equal access to the Curriculum, regardless of ability, gender, race or religion.
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others.
- And that children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

Organisation and Planning

Who is responsible for co-ordinating the subject?

The PSHE Co-ordinator, Emma Baker.

How it will be organised and covered

P.S.H.E will be provided through:

- 1 x 30 minute timetables session per week for Foundation Stage & KS1 and 45 minutes per week for KS2, (including circle time).
- 15 minute class discussion time per week for School Council business.
- Assemblies, class assemblies: KS1 4 x 15 minutes per week, KS2 4 x 15 minutes per week.
- All class reps attend a fortnightly School Council meeting, chaired by the Year 6 Committee.

Provision Made for Children with Particular Needs

The following procedures for all children are offered on a daily basis:

- Open door policy providing regular contact with parents.
- Parents working in partnership with the school.
- Teaching assistants to enable ongoing support in PSHE as required.

In addition to this children with special needs have the following addition support systems:

- Individual support from Teaching Assistants
- Intervention from external agencies

Teaching Methods and Approaches

In the Foundation Stage, teachers will plan from children's own experiences through the six areas of learning. They will plan for Personal, Social and Emotional development on a daily basis and through the Early Learning Goals.

In KS1 and 2, teachers will plan through SEALs, Islington Scheme of work fro Drug, Alcohol and Tobacco Education and the Croydon Sex and Relationships Scheme of Work. Teachers will plan to use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally.

Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem solving skills, explore ideas and relationships, co-operate with others and work collaboratively in small groups.

Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom.

Criteria for Resource Allocation

St John's is building up a collection of PSHE resources which are continually updated and reviewed. They incorporate a variety of learning styles which include video, CD-ROMs, posters, leaflets, websites and games etc.

Resources present positive images and reflect the values that the school wishes to promote, such as:

- Provide breadth and balance
- Factually accurate and up-to-date
- Free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability.

Resources support and facilitate an 'active learning' approach to PSHE and Citizenship. An important part of PSHE and Citizenship is challenging misconceptions and there are opportunities to use these resources to present negative messages and images, which can be used to challenge stereotyping misinformation and myths etc especially those perpetrated through the media.

All new resources must be approved before use by the PSHE Co-ordinator.

Staff Professional Development

Teachers training needs are determined at review meetings during the performance management cycle. Whole school training needs are planned into action plans. The school ensures they are kept informed of relevant changes to aspects of PSHE by attending LEA meetings on Healthy Schools and PSHE. They are encouraged to access appropriate school based INSET or external CPD opportunities.

Assessment and Reporting on Learning

• Assessment takes place in both formative and summative formats. PSHE and Citizenship is reported to parents in the end of year report and termly interim reports. Summative methods include: draw & write activities, where children mind map their knowledge so far and at the end of the topic revisit this with what they now know. Misconceptions are then corrected during the unit by the teacher.

- Class discussions at the beginning & end of topics.
- Traffic lighting and self evaluation.

The two broad areas for assessment are:

1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of co-operation and competition.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.

Foundation Stage

- Teaching staff will make observations of children against the three relevant scales of the Foundation Stage Profile – Dispositions and Attitudes, Social Development and Emotional Development. The Early Learning Goals for Personal, Social and Emotional Development are set out in the Foundation Stage Curriculum.

Links to Pastoral Systems

The first line of the pastoral response is in the classroom with the class team; both teacher and Teaching Assistants. Our school has an ethos where pastoral care and the whole children are at its centre and staff are encouraged to provide social and emotional support to the children. Teachers use teaching assistant time flexibly so children's social and emotional needs are supported as this is key for effective learning so as needs arise children will be given time and space to work through problems with trusted adults.

We are committed to developing the whole child and continue to build up resources and adult time to help children's social and emotional needs. One way in which we have done this is to establish a 'Worries Bird Box' where children are encouraged to 'post' their concerns or worries. A trained TA has taken responsibility to listen to and help resolve the worries (in line with the school's Child Protection Policy).

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by school staff.

The boundaries of confidentiality should be made clear to young people. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable for teachers to fulfil their professional responsibilities in relation to:

- Child protection. (it is the responsibility of every member of staff to know and abide by the school's child protection procedures. If any member of staff has a concern about the safety of a pupil these must be recorded and passed on to the school's Child Protection Co-ordinator. To do nothing is not an option!)
- Co-operating with a police investigation.
- Referral to external services.

Every effort should be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

Answering Difficult Questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE and Citizenship. To this end, ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis.

Group Agreements and Ground Rules

- Pupils will be given preparation so that they know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way,

Dealing with Sensitive Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter of fact way and ensuring that pupils discuss in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down anonymously and post them in a question box, the teacher will have time to prepare answers to all the questions before the next session, and will choose not to respond to any questions that are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for the pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on as an individual basis in collaboration with parents and carers if the teacher feels it appropriate.
- Teachers should not be drawn into providing more information than is appropriate to the child.
- If a teacher is concerned that a pupil is at risk of abuse the Head Teacher should be informed and the usual child protection procedures followed.
- Where appropriate, the school nurse or other professionals could be invited in to provide follow-up and deal with some of the questions.

Working with Outside Agencies

At St. John's CE Primary School all community based agencies who visit to provide curriculum support are issued with the following code of conduct;

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children/young people in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and the curriculum at the school.
- Seek to use engaging teaching and learning methods that involve the children/young people actively and communicate at appropriate levels for the age group concerned.
- Make clear to children/young people who they are, who they represent and what their aims and objectives are.
- Communicate children/young people using an open and non-judgemental approach, avoiding any hidden agenda to influence.

Prior to agencies attending the school, relevant staff ensure that:

- Checks have been made with the LEA if there are any concerns
- Their input is integrated within a planned programme
- Appropriate planning sheets/lesson plans and been produced
- School/class background information has been issued
- Resources have been checked for suitability
- Confirmation of dates and times have been confirmed in writing
- An evaluation process has been agreed
- Outside are informed of relevant policies especially the Confidentiality Policy.

Links with Other Policies

Child protection, Behaviour Policy, Anti-bullying Policy, Race Discrimination Policy, Health and Safety Policy, Confidentiality Policy, Complaints Procedure, Teaching and Learning.

Dissemination

All new staff receive a copy of this policy under induction. The policy will be kept in each class teachers' policies folder so they can access it easily if necessary. Key aspects of this policy will be shared in the Parents Handbook. In a recent newslines parents were offered a copy of this policy on request. Copies of the policy are kept in the staffroom and school office. Pupils learn about the policy through discussions with teachers and assemblies.

Monitoring and Evaluation

Who will monitor the implementation of the policy?	Emma Baker PSHE Co-ordinator, the Senior Leadership Team and the School Governing Body
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When it was agreed and when it will be reviewed?

Agreed:
Review Date:

Signature of Head teacher and Governor

Appendices relating to Sex Relationship Education (SRE)

Definition of SRE:

“It is 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 – this would be inappropriate teaching.”

SRE has three main elements:

- attitudes and values
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.
- personal and social skills
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict; and
 - learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
 - the avoidance of unplanned pregnancy.

Who is Responsible for Providing SRE?

- Governors working with the leadership team take responsibility for meeting statutory requirements in SRE. The teaching of SRE will be provided by class teachers within the context of trusted relationships and the teaching for learning in SRE will be monitored

and evaluated by the Healthy Schools and PSHE leader, Emma Baker. This will then be fed back to the School Governors.

How is SRE Taught?

SRE forms part of our PSHE curriculum and is taught throughout all the key stages. Many of the skills learned in PSHE are transferable to SRE. The teacher is the main person to teach SRE, however sometimes we use age appropriate outside agencies to support and enhance our programme e.g. School Nurses, Life Education Centre, and Croydon Drop In. It is normal practise for more than one teacher to deliver this information, and where appropriate (e.g. question time) we may use relevant gender group.

Reception Overview

Topic: Myself and Others

Topic: Family Networks

Topic: Body Awareness

Topic: Hygiene

Year 1 Overview

Topic: Myself and Others

Topic: Body Parts

Topic: Family

Topic: Friendships

Topic: Choices

Year 2 Overview

Topic: Body Development

Topic: Looking After the Body

Topic: Safety

Topic: Secrets

Year 3 Overview

Topic: Self Esteem

Topic: Differences and Similarities

Topic: Decision Making

Topic: Safety

Year 4 Overview

Topic: Emotions

Topic: Change

Topic: Assertiveness

Year 5 Overview

Topic: Relationships

Topic: Support Networks

Topic: Puberty and Hygiene

Year 6 Overview

Topic: Resolving Conflict in Relationships

Topic: Taking Risks

Topic: Stereotyping and Sex in the Media

Topic: Reproduction and Pregnancy

Topic: HIV

Parents Right to Withdraw Their Children

Parents will be informed of planned SRE sessions in half termly curriculum webs. They will be invited to see the planned programme of learning for SRE including videos and activities on

offer before it is taught to the children. Parents have the right to withdraw their children from all or part of SRE sessions, except those elements taught as part of the National Curriculum Science. Any parent wishing to discuss this aspect of the curriculum in more detail should express their wishes formally in writing to the PSHE and Citizenship Co-ordinator and Head Teacher. This will then be discussed with the parent.

Appendix Relating to Drugs Education (Alcohol, and Tobacco and Volatile Substances)

To Whom and Where the Policy Applies

This applies to the whole School Community, including staff, parents, pupils and visitors. The school is defined as the entirety of the school's buildings, the school grounds and all school vehicles.

Staff with Key Responsibilities for Drugs Education

All staff are responsible for Drugs Education. Any concerns about drug misuse by any member of the school community should be reported to Martina Martin, Head Teacher.

The Schools Stance towards Drugs, Health and the Needs of Pupils

- St John's CE Primary School condones neither the misuse of drugs, tobacco and alcohol, nor the illegal supply of these substances by members of the school.
- St John's CE Primary School is committed to the health and safety of its members and will take action to safeguarding their wellbeing.
- St John's CE Primary School actively acknowledges its role in supporting and promoting healthy living and is part of the National Healthy Schools Standard Scheme. Through our ethos and practice we will teach and encourage children to recognise and make good choices.
- St John's CE Primary School understands the importance of its pastoral role in the welfare of young people and will continue to provide the supportive, open environment to encourage pupils in need of support to come forward.

Aim of Drug, Alcohol, and Tobacco Education

The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. See 'Drugs – Guidance for schools' DfES 2004

Objectives of Drug, Alcohol, and Tobacco Education

To increase pupils' knowledge and understanding and clarify misconceptions about:

- The short-term and long-term effects and risks of drugs.
- The rules and laws relating to drugs.
- The impact of drugs on individuals, families, and communities.
- The prevalence and acceptability of drug use among peers.

- The complex moral, social, emotional, and political issues surrounding drugs.

To develop pupils' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:

- Assessing, avoiding and managing risk.
- Communicating effectively.
- Resisting pressures.
- Finding information help and advice.
- Devising problem solving and coping strategies.
- Developing self-awareness and self esteem.

To enable pupils' to explore their own and other people's attitudes towards drugs, drug use, and drug users, including challenging stereotypes, and exploring media and social influences. See 'Drugs – Guidance for schools' DfES 2004

Drug Education Programme

Reception: Who we can trust

Safety around everyday substances.

Year1: Medicines & Me

What happens when things go in to our bodies.

Year 2: Getting help from adults we can trust

The role of medicines.

What happens to our bodies when we take medicines?

Year 3: Dealing with unhelpful pressure

Drugs in everyday life.

Alternatives to taking medicines.

Year 4: About tobacco

Making Decisions

What we already know and understand about drugs.

Year 5: People and legal drugs.

People, drugs and stereotypes

Dealing with persuaders

Year 6: Alcohol

Be a solvent expert

Illegal Drugs

Management of Drugs at School

The Head Teacher will ensure that all staff dealing with substance issues are adequately trained and supported. The process for dealing with drug related incidents should be dealt with according to the agreed substance misuse procedure which all staff are made aware of.

- **Alcohol**
The possession and use of alcohol on school premises during the working day is prohibited for all members of the school community. The Head Teacher must be consulted and permission obtained before any function or event is arranged where alcohol will be consumed. This is left to the discretion of the Head Teacher. The school recognizes that it is an offence under the Licensing Act of 1964 to sell alcohol without a license. Incidents involving people under the influence of alcohol will be reported to the Head Teacher or a member of the Leadership Team who will refer to the Serious Incident Report (Appendix 6).
- **Tobacco**
the school operates a no smoking policy at all times throughout the building and grounds. This policy applies to pupils, employees, parents and visitors. Incidents involving people using tobacco will be reported to the Head Teacher or a member of the Leadership Team who will refer to the Serious Incident Report (Appendix 6).

Medication

The school recognises that there may be many instances when drugs are legitimately on school premises. Some pupils may require medicines during the day that have been prescribed for their medical condition. These need to be administered by a parent or a carer unless otherwise agreed with the Head Teacher. The administration of such medicines will be undertaken by the Head Teacher or Deputy Head. These prescribed medicines will be kept in the Deputy Head's office. Staff are not obliged to administer medicines. The school has adopted the Islington Scheme of Work for Drugs as recommended by the Croydon School Drugs Advisor. Asthma inhalers are kept in a clearly named box in the pupils' teacher's cupboard for children in Key Stage 1. Key Stage 2 children are responsible for their own inhalers with the class teacher's knowledge. Epi pens are kept in a medical cupboard in the main school office. The medicine policy is currently being updated and revised and will be distributed to staff next term.

Dealing with Drug Incidents

Each incident will be considered on its own merits and the following priorities will be considered:

1. The immediate health and safety of all members of the school community.
2. Supportive responses to any individuals or groups within the school who need them, as highlighted by the incident.
3. Consider transgressions of school rules and assess the need for punitive responses.
4. Review drugs policy if current protocols were found to be inadequate.

Intoxicated Parents/Carers

"When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, schools might wish to discuss with the parent/carer if alternative arrangements could be made, for example asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour. Where the behaviour of a parent/carer under the influence of drugs repeatedly

places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police”.

Intoxicated Pupils

In the unlikely event of a pupil being intoxicated by drugs, alcohol or volatile substances on the school premises the welfare of the pupil is our principle concern. This means that administering first aid and summoning the emergency services will be the first priority should there be need to do so. In cases of unconsciousness an ambulance should always be called and the pupil moved into the recovery position. Parents should also be notified immediately.

In cases of intoxication that do not pose an immediate danger to the pupil or others (for example minimal intoxication from alcohol or cannabis), and provided that it does not conflict with the best interests of the pupil, parents will be notified and asked to come into school to collect their child. If parents are unable or unwilling to do this the school will not release the pupil in an intoxicated state as this might endanger the pupil's welfare, but will instead manage the situation in the best way possible. This will usually involve separating the pupil from others and giving one to one teaching in a calm environment while the pupil's condition is monitored. Intoxication or possession of drugs or alcohol in school is seen as indicative of a possible substance use issue requiring specialist intervention, and the school will always investigate this and respond accordingly. Repeated instances of intoxication or possession are a very strong indication that referral is appropriate. The pupil's welfare will always be the overriding priority.

Discovery of Drugs or Paraphernalia Including Needles

For syringes/needles which constitute a hazard to health and safety when found on or around school grounds: the item must not be touched or moved; all children should be removed completely from the vicinity and the syringe/needle should be cordoned off as well as you are able (e.g. placing a bucket over the item). A member of staff should guard the item to prevent anybody coming into contact with it. Staff should not under any circumstances attempt to dispose of the item themselves. It will then be arranged for the caretaker to remove the item and place it in a 'sharps' box. If such drug paraphernalia is repeatedly found on school grounds the police should be informed so that they may attempt to discourage drugs-users from trespassing on school grounds when the school is closed.

If a pupil is found with illegal drugs in school the police must always be informed. They will then arrange for appropriate disposal of any substances and will decide if any legal action is to be taken. As with intoxicated pupils (discussed above), possession of illegal substances by a pupil can be indicative of a drug problem.

Involvement of Parents and Carers

The Head Teacher and Deputy Head Teacher will inform parents and carers of any drug incidents. Provided this does not compromise the health and well-being of the child.

Involving the Police

The police will always need to be involved in any incidents involving illegal drugs – police Schools and Youth Unit (Tel. 020 8649 0271). They will take responsibility for disposal of such substances.

If in any doubt about how to respond to a drug related incident the School Drugs Advisor should be contacted for advice.

Croydon Schools Drug, Alcohol, Tobacco and Volatile Substance Abuse Advisor

Croydon QDI

Leon House

7th Floor

233 High Street

Croydon

CR0 9XT

Tel: 020 8726 7435

Fax: 020 8688 4405