

CROWLAND PRIMARY SCHOOL



PSHE Policy 2016

Aim

PSHEe is about enabling the children/young people to develop the knowledge, skills and attitudes they need to be safe, confident, healthy and happy in the modern world and be well-prepared for their rights and responsibilities as citizens in a diverse, multicultural society.

Objectives

The objectives of PSHEe Education, Citizenship, Sex and Relationships and Drug Education are to enable children/young people to:

- Explore and develop their attitudes, values and emotions.
- Have tolerance, sensitivity, respect and consideration for others.
- Work in a safe and trusting environment
- Know and understand how to make healthy lifestyle choices.
- Develop self-confidence and self-esteem
- Be active members of their school and wider community.
- Understand and engage in the democratic process.
- Stay safe and know where to go for help
- Understand what drugs are and their harmful and beneficent effects.
- Have the knowledge and information about the rules and laws relating to legal and illegal drugs.
- Respect their bodies.
- Develop an understanding, respect and tolerance of the diverse forms of family life in our society
- Recognise what makes positive relationships and help them manage their relationships in a responsible and healthy manner.
- Acquire a sound knowledge of, and respect for, their bodies and human development.
- Develop the skills needed to assess situations and protect themselves from any form of abuse.
- Promote an understanding of the law surrounding sexual relationships

Context

- We teach PSHEe Education, Citizenship, SRE and Drug Education within the context of the school's aims, values and ethos.
- We participate in the National Healthy Schools Standard scheme, which promotes health education.

Organisation

- PSHEe Education is taught within a safe and positive environment a learning agreement that has been developed in consultation with the class. Lessons are well structured with clear learning outcomes and use a range of teaching and learning strategies, which encourage active learning including discussions and role-plays. We ensure that resources used to deliver PSHEE are sensitive to ethnicity, gender, sexual orientation, faith, ability and culture and do not portray stereotypical images.
- PSHEe Education is a discrete subject in the curriculum, whilst elements will also be taught and embedded across the curriculum. We encourage other valued members of the community to work with us to provide advice and support to the children/young people E.g. London Fire Brigade, road safety, school nurse, Transport for London.

- We also develop PSHEe Education & Citizenship through various extra curricular activities and whole school events: such as Assemblies, Peer Mediation, School Council (in both Key Stages) Charity fundraising, Enterprise activities, Multi Sports.

Equal Opportunities

All pupils have access to the PSHEe Education programme. Most teaching takes place in mixed sex groups, with provision for single sex discussion groups where appropriate. Our PSHEe Education programme encourages children and young people to explore each others' faith and cultural perspectives in an objective and respectful way. Extra support/provision may be needed for pupils with special educational needs, to ensure their full understanding.

Child Protection and Confidentiality

- PSHEe Education; Citizenship; SRE and Drug Education may bring about disclosures of child protection issues. Staff should be aware of procedures for reporting their concerns (see Child Protection Policy).
- If a member of staff is concerned that a child is at risk or in danger, they should refer to the Child Protection Policy and follow procedure.
- We ensure that pupils know that staff cannot offer unconditional confidentiality, but make them aware of sources of confidential help e.g. young person's advice service, GP or Childline.
- Because of their potential vulnerability, special consideration should be made to the needs of pupils with special educational needs.

Assessment for Learning

Assessment in PSHEe Education, Citizenship, SRE and Drug Education can include:

- Observing and questioning the children/young people during lessons.
- Pupil questionnaires
- Looking at displays and class assemblies
- Children/young people interviews
- Children/young people work
- Target setting
- Peer and self assessment

Role of Governors

The curriculum committee of the Governing Body monitor and review the PSHEe Education, Citizenship, SRE and Drug Education Policy annually.

Role of Head Teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about PSHEe Education, Citizenship, SRE and Drug Education and that staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity. We currently have a member of staff in post that has completed the National Certification in PSHE (Continuing Professional Development Program) and two members of staff who have received training from the Christopher Winter Project, specialising in delivering Sex and Relationship Education.

Role of Parents

- We wish to build a positive and supporting relationship with the parents of children/young people at our school through mutual understanding, trust and cooperation. We provide parents/carers with an opportunity to view the SRE resources we use in PSHEe Education and encourage them to allow their child to participate in all aspects of the SRE programme.
- Parents have opportunities to talk to teachers at any time and formal parents' evenings take place twice a year. Progress in PSHEe Education and Citizenship is formally fed back to parents in annual school reports in the summer term.
- Parents/carers have the right to withdraw their child from the non-statutory elements of SRE (which take place largely within PSHEe Education), but the biological aspects of SRE, which are part of the National Curriculum Science curriculum, are mandatory.

Dissemination of Policy

A policy summary is included in the school prospectus and the policy is published in its entirety on the schools website.

Monitoring and Review

- The PSHEe Education, Citizenship, SRE and Drug Education coordinator (Healthy Schools coordinator) is responsible for monitoring the coverage and quality of the teaching and the standards of children/young people's work. The coordinator supports colleagues in their teaching by giving them information about current developments in the subject. The policy is reviewed annually.

Primary Sex and Relationship Education (SRE) Policy Introduction

We have based our school's sex and relationships education policy on the ministerial guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000). In this document, SRE is defined as 'learning about physical, moral and emotional development. It is also about the teaching of sex, sexuality, and sexual health'. We teach about the importance of love, nurture and care in family life. However, "care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances." Sex and relationships education is part of the personal, social and health education curriculum in our school. While we use sex and relationships education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationships education as a means of promoting any form of sexual orientation.

Aims and objectives

We teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of family life, in its diverse forms;
- Moral questions;
- Relationship issues;

- Respect for the views of other people;
- Sexual abuse and what they should do if they are worried about any sexual matters.

Rationale

We teach sex and relationships education in the context of the school's aims and values framework. While sex and relationships education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach sex and relationships education in the belief that:

- Sex and relationships education should be taught in the context of stable relationships and family life
- Sex and relationships education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;

Organisation

Sex and Relationships is co-ordinated by the PSHEe Education co-ordinator who is responsible for the overall planning, implementation and review of the programme.

Delivery is through:

- Planned aspects within the Science, PSHEe Education and RE curricula;
- Addressing moral and ethical issues that may arise from apparently unrelated topics in the National Curriculum subjects. Within this context of the subject it will not be deemed to be part of the sex education programme and therefore not subject to the parental right to withdrawal

Teaching approaches

- A variety of approaches that cater for children's different learning styles are used to ensure pupils are actively engaged in their learning. These include discussion, group work, drama and other active learning techniques.
- Pupil groupings. Children are taught in mixed ability, mixed gender and single sex groupings.
- Throughout the school, the correct scientific language is used for all body parts.
- Teachers will respond to questions from children in an age-appropriate, sensitive manner.

Scheme of work/programmes of study.

Outline for teaching Sex and Relationships Education using the recommended London Spiral Curriculum programme 'The Christopher Winter Project Programme.'

Foundation Stage

Appropriate learning objectives from the EYFS guidance, in particular 'personal, social and emotional development' and 'knowledge and understanding of the world'.

Ourselves Animals

Year 1 Keep clean

Growing and changing Families and care

Year 2

Differences Boys and Girls Differences male and female Body parts

Year 3

Differences male and female Personal Space

Family Differences

Year 4

Growing and changing

Body changes and reproduction What is puberty?

Year 5

Talking about Puberty Male and female changes Puberty and Hygiene

Year 6

Puberty and Reproduction Relationships and reproduction Conception and pregnancy

The role of parents

The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's sex and relationship education policy
- Be available for all parents and carers of children to discuss the SRE programme, to explain any issues arising, discuss how it is taught and to see the materials the school uses in its teaching.
- Answer any questions that parents may have about the education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education in the school;
- Inform parents about the best practice known with regard to sex and relationship education, 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.

- Parents have the right to withdraw their child from part of the sex and relationships education, but not that part which is delivered in the science curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children such as the school nurse. Provision is always in partnership with the teaching staff and is part of a planned programme of Sex and Relationships Education.

Confidentiality

Teachers conduct sex and relationships education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head Teacher. The Head Teacher will then deal with the matter in consultation with health care professionals. Any professional working in a classroom context in schools is governed by the school's confidentiality policy. Health and other professionals working in a clinical context are bound by their own professional guidelines.

The role of the Head Teacher

- The Head Teacher liaises with external agencies regarding the school sex and relationships programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.
- The Head Teacher will gain feedback from pupils on their learning experience if SRE and will ensure that delivery is amended accordingly.

Monitoring and review

- SRE is monitored by the PSHEe Education co-ordinator (Healthy Schools Coordinator) and Head Teacher. An annual report will be made to governors and a summary included in their annual report to parents. The full policy will be made available to all parents when their child enters school. The 'To Enjoy & Achieve' Committee of the governing body monitors our sex and relationships policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.
- The 'To Enjoy & Achieve' Committee gives serious consideration to any comments from parents about the sex and relationships programme, and makes a record of all such comments.
- Governors require the Head Teacher to keep a written record, giving details of the content and delivery of the sex and relationships programme that we teach in our school.

Signed: Date:

Date ratified by governing body:

Date of next review [annually]

Policy on Drug Education and Managing Drug Incidents

Terminology

The terms drugs used in this document refers to all drugs that are unauthorised on school premises:

- Medicines
- Alcohol
- Tobacco
- Solvents
- Illegal drugs

Medicines are only legitimately allowed in school if they have been authorised by the Head Teacher.

Policy on drug education

Crowland Primary School believes in the right of every child to a broad and balanced curriculum. We believe all children should have equal access to education programmes that equip them with the skills, knowledge and attitudes to make healthy and informed decisions about their lives now and in the future. The school believes health education is a vital part of the personal and social development of every pupil. In response to shared concerns at a local and national level, and as part of its care for the welfare of its pupils, the school believes it has a responsibility to inform and educate children about drugs and the role of medicines. The aims are fulfilled within the taught curriculum and through opportunities within informal and extra curricular activities.

Objectives

Our approach to drug education seeks to support the following objectives in respect of drug use and misuse:

- To provide accurate information about substances in relation to personal safety.
- To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills.
- To develop an understanding that all medicines and drugs are harmful if not used properly.
- To increase understanding about the implications of and possible consequences of drug use and misuse.
- To clarify misconceptions about the prevalence and acceptability of drug use among peers.
- To enable pupils to identify sources of appropriate personal support.
- To widen understanding about related health and social issues including crime and the impact of drug misuse on both family and community.

Policy on drugs

This school states categorically that it is against the misuse of medicines, alcohol, solvents, tobacco and illegal drugs on school premises by all members of the school and visitors to the school. The school is opposed to the illegal possession or supply of drugs on its premises. The school is committed to the health and safety of all its members and will take action to safeguard their well-being.

Whilst we acknowledge that a small minority of young people do misuse drugs it is important to recognise that most children are choosing not to use or misuse drugs. We will continue to support their differing needs. The school acknowledges the importance of its pastoral role in the care and welfare of children and seeks to support those pupils who may have problems with drugs or be at risk of drug misuse (including those affected by someone else's drug use e.g parent/carer or family member). The school has developed clear referral pathways with the various agencies providing further support to schools and pupils.

The school is aware that the effective communication and co-operation with parents/carers is essential to the successful implementation of this policy. Everyone, including visitors will be informed of the values held within this policy.

Policy on smoking

The school supports Haringey Council's policy on smoking, which prohibits smoking on the school premises or in the immediate vicinity. We are a non-smoking school, and expect all staff and visitors to abide by the policy to maintain a healthy environment. The school recognises that staff can play a key role in modelling positive behaviour in regard to smoking. The school is committed to providing information to members of the school community who wish to give up smoking, for example, promoting local Stop Smoking Services and national helplines. The school provides a comprehensive drug education programme, which covers the effects of smoking. Appropriate action will be taken for any pupil in breach of the school rules regarding smoking.

Responding to drug incidents

We recognise that the school may encounter different incidents involving drugs, which require a consistent, timely, appropriate and sensitive response. Incidents could include:

- Medical emergency or intoxication
- Finding evidence of drug use or supply of drugs
- Pupil disclosure
- Paraphernalia or drugs found on school premises
- Parent/carer involvement in drugs

The school will follow national guidance outlined in Drugs: Guidance for Schools (DfES) on responding to drug incidents.

Medical Emergency and Intoxication

First aid procedures will be implemented if a person is at immediate risk of harm, for example, if they are unconscious, having trouble breathing, seriously confused or disoriented or have ingested a harmful toxic substance. The school policy on Health and Safety outlines procedures for responding to medical emergencies. The following guidelines are also useful:

- Do not panic. Do not leave the person alone.
- Send for medical help – call for an ambulance and a member of staff with first aid

qualifications

- Place the person in the recovery position, or if conscious keep them warm and quiet and under constant observation.
- Do not chase or over-excite a person who is intoxicated from inhaling a volatile substance as the person is at risk of cardiac arrest. Ensure they are kept calm and quiet.
- Notify parents/carers/next of kin.
- Talk to others involved to establish which substance has been used and collect any evidence, such as tablets, bottles, syringes etc. This is to establish what medical treatment may be needed.
- In the case of alcohol intoxication, an assessment should be made if this is a medical emergency. In the event of a person being unconscious put them in the recovery position to prevent choking on vomit, call for an ambulance and ensure the person is not left alone. The person should be kept under observation and a parent/carer notified to collect their child.

Finding evidence of drug use

If a pupil is discovered using or in possession of a drug, including tobacco or alcohol, that is not allowed on the school premises then the following action will be taken:

- The substance will be confiscated in the presence of two adults.
- The substance will be labelled and dated and locked in a safe place.
- If the substance is suspected to be an illegal drug then the police will be informed to collect the drug for disposal. The law does not require a school to divulge the name of the pupil involved to the police.
- The pupil's parents/carers will be contacted.
- The incident will be recorded on an incident form, and name of witness inserted.
- School and parents/carers will together decide what to do next. Details of their discussion and agreed action will remain on file.
- A range of appropriate responses will be considered including education and early intervention strategies, pastoral support programmes, referral to external services, counselling, behaviour support plans or appropriate disciplinary action. The school is committed to ensuring that appropriate support through the curriculum, the pastoral system, or referral to other services is available to pupils who may have problems with drugs.

Evidence of supply of drugs

Under the law, the school cannot knowingly allow its premises to be used for the production or supply of any controlled drug, or the preparation or smoking of cannabis or opium. Where it is suspected that drugs are being sold on the premises, or in the school vicinity, details regarding those involved and as much information as possible, will be passed to the Police Liaison Officer or Community Safety Officer.

Where there is knowledge of the sale of legal drugs to minors, such as solvents, alcohol or tobacco, in the school locality then the school will inform local Trading Standards Officers and the police.

Disciplinary Issues

The school will consider each drug incident individually and equitably and recognises that a variety of responses will be necessary to deal with incidents. The school will consider very carefully the implications of any action it may take. It will ensure that appropriate support is provided for the individual concerned. Permanent exclusion will be used as the last option

when all other approaches have been exhausted.

Disclosure

If there is a disclosure relating to drug misuse the pupil's parents/carers should be informed and the school and parents/carers will together decide what to do next. If the school suspects that to involve parents/carers may put the child's safety at risk or the school considers that there are child protection issues involved, the school child protection co-ordinator will be consulted and the borough child protection procedures followed. [Please refer to the school Child Protection Policy.]

Issues of confidentiality will be considered when dealing with a disclosure and boundaries of confidentiality will be made clear to pupils. Staff are aware of their professional responsibilities to divulge sensitive information if it is deemed a child protection issue, in order to co-operate with a police investigation or when referral to an external service is necessary. Staff are aware of the importance of explaining to pupils and securing their agreement if sensitive information needs to be used in any way.

Parent involvement with drugs

In the case of parent/carer intoxication on school premises the school may see it necessary to intervene if the behaviour of the parent/carer is putting a child's safety at risk. Alternative arrangements to accompany the child home will be made. If the parent/carers behaviour repeatedly puts the child's safety at risk then the school will follow child protection procedures or notify the police.

Staff roles and responsibility

The Head Teacher has overall responsibility for the drug policy and its implementation, as well as liaison with governors, parents/carers and outside agencies. In the event of a drug incident receiving media attention the Head Teacher will take responsibility for all communication with the media and seek advice from the LEA Press Office.

The PSHEe coordinator will have responsibility for planning and monitoring the drug education programme.

All staff are made fully aware of the agreed procedures for managing drug incidents to ensure that responses are consistent and appropriate. All staff teaching drug education and those involved in dealing with drug incidents will receive training and support.

Role of the Governing Body

The Governing Body has a role in overseeing the drug education programme and developing the policy on drugs and drug incidents.

Contacts and useful information

PSHE Mike Davis (Secondary) 020 8489 2228 mike.davis@haringey.gov.uk

Vulnerable Young People's Worker Peter Isaacs 020 8489 2230
peter.Isaacs@haringey.gov.uk

COSMIC Support for children and families who are affected by alcohol or drugs 020 8800 6999

Freephone: 0800 389 5257

STEP AHEAD Adolescents in Haringey and Enfield Alcohol and Drug Service 020 8493 8525
Freephone: 0800 028 6049 www.step-ahead.org

Haringey Advisory Group on Alcohol (HAGA) 020 8800 6999

Drugs Advisory Service Haringey (DASH) 020 7272 2757

NHS Enfield and Haringey Quit Smoking Service Freephone: 0800 085 6258
www.quitsmoking.uk.com

Useful documents

Drugs: Guidance for Schools, DfES National organisations
FRANK (National Drugs Awareness Campaign and helpline) Freephone: 0800 776600
www.talktofrank.com

DrugScope www.drugscope.org.uk

Alcohol Concern www.alcoholconcern.org.uk

Re-Solv (Society for Prevention of Solvent Abuse) www.re-solv.org

ASH (Action on Smoking and Health) www.ash.org.uk

NHS Smokefree Freephone: 0800 169 0169 www.gosmokefree.co.uk

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