

# All Saints CE (VC) First School, Busy Bees Nursery & Kingfisher Club

## Curriculum Policy on Personal, Social, Health and Economic Education Including: Sex and Relationships (SRE) and Drug Education

Date adopted: February 2017

By: Full GB

Reviewed: February 2019

To be reviewed: February 2021

	Member of staff responsible	Governor	Senior member of staff
PSHE education	Kirsty Devenport	Vikki Sylvester	Vicki Bradley
SRE	Kirsty Devenport	Vikki Sylvester	Vicki Bradley
Drug Education	Kirsty Devenport	Vikki Sylvester	Vicki Bradley
Drug Related Incidents	Kirsty Devenport	Vikki Sylvester	Vicki Bradley

### The Developmental Process

The policy has been drawn up in consultation with:

Mrs V Bradley Head Teacher  
Mrs K Devenport SENCO/ Key Stage 1 Teacher / PSHE Lead  
Mrs J Jones HLTA/PPA cover  
Mrs V Sylvester Safeguarding Governor  
Mr W Jervis Health & Safety Governor  
Ms S Huggins Entrust Senior Teacher Consultant Personal Development, Health and Wellbeing.

The PSHE education Policy encompasses the following policies:-

- Sex and Relationships Education (SRE) - Appendix 1
- Drug and Alcohol Education including The Management of Drug Related Incidents - Appendix 2

Other relevant school policies are:

Safeguarding, and Health and Safety

### Aims for PSHE education

PSHE education aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHE education covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning and personal finance.

PSHE education makes a significant contribution to the Prevent agenda and to safeguarding children and young people. It also supports children and young people's Spiritual, Moral, Social and Cultural Development.

PSHE education can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

### Our Ethos

'Caring for each other, succeeding together' is our school motto. We are committed to providing a happy, caring and stimulating environment for our pupils, where they will be encouraged to learn independently and to seek high standards. They will meet a range of quality learning experiences that are enjoyable and will help them grow into independent and highly motivated global learners.

### Our School

- A place where every child is safe and secure
- A place where everybody shares the same vision
- A place where every person feels valued, included and respected
- A place where there is achievement, enjoyment and celebration of success
- A place where we all develop to our full potential
- A place where everyone is encouraged to make a positive contribution
- A place where we encourage parents and extended family to play a positive part in school life
- A place where we care for each other and succeed together

### Our Christian Values

We focus on one Christian Value each half term. Our values are:

- Hope, Endurance, Acceptance, Reverence, Thankfulness, Service (HEARTS)

### Our Aims

As a school our aim for all our children is that they:

- feel safe and secure
- develop self-belief
- respect themselves and others
- are aware of their rights and have high self-esteem
- are independent, co-operative learners

- show high levels of motivation and perseverance
- are curious, resilient and unafraid of taking risks
- become confident, motivated life-long learners
- develop the capability and desire to play a meaningful part in our community today and in the future

#### **Our Objectives:**

- To establish high expectations and celebrate all achievements
- To ensure there is a positive learning environment in every classroom
- To create and maintain a safe, secure and inclusive physical environment
- To establish an environment in which everyone's views and opinions are aired and valued
- To offer extended learning opportunities for all pupils
- To ensure the continual involvement of the whole school community

#### **Curriculum Organisation**

PSHE education will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete curriculum time
- Cross Curricular opportunities
- Acts of Worship
- Agency/visitor input
- Enrichment opportunities

PSHE education is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHE education has an equal priority with other learning.

#### **Teaching and Learning**

PSHE education is delivered in line with the school's teaching and learning policy. As PSHE education perhaps more than any other subject, works within the real life experiences of children and young people it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions, role play and theatre in education
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children and young people sensitively
- Building on children and young people's knowledge and experiences
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- Providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge
- Allowing time for children and young people to reflect and consolidate their learning
- Having high expectations of children and young people's achievement and behaviour
- Providing differentiated learning opportunities for children and young people with special educational needs
- Using a variety of groupings, including single sex, where appropriate.

#### **Curriculum Content**

The PSHE education programme has been developed using identified children and young people's needs and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHE education is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. Details of the programmes of work including resources are given in Appendix 3.

#### **Resources**

Resources, which support this area of the curriculum, will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE education. Overall responsibility for PSHE education resources is held by the co-ordinator Miss D Read. The co-ordinator will ensure resources to be used by visitors have been approved by Entrust.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

### **Assessment, Recording and Reporting**

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children and young people's self-awareness and self-esteem.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the school's assessment policy.

The reporting of individual achievement and progress will include skill development and values and attitudes as well as knowledge and understanding. Progress in these areas will be reported through written reports to parents.

### **Monitoring and Evaluation**

There will be ongoing evaluation and monitoring of the programme for PSHE education by Senior Management and the co-ordinator. Monitoring will take place in accordance with the school's monitoring cycle.

This will be done by checking that whole school PSHE education objectives are met, standards of teaching and learning expected are achieved, there are adequate resources, Schemes of Work are being taught appropriately, consulting with staff, pupils, parents, governors and external agencies.

### **External Agencies**

The school leads the programme but outside visitors have a role. The school's visitor policy will be followed.

Rev S McKenzie contributes to the PSHE education programme through a weekly Act of Worship and provision of the after school JAM club.

### **Safeguarding**

Teachers and other adults involved in PSHE education will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is available from the school's designated teacher for safeguarding who is Mrs V Bradley (Head Teacher) and Mrs K Devenport (Deputy Safeguarding Lead).

Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

### **Confidentiality**

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. school nurse/health adviser
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

### **Pastoral Support**

As part of the school pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable.

Additional support includes:

- Additional support available for more vulnerable pupils, e.g. Becoming Socially Confident Support group
- Arrangements for pastoral support programmes including support agencies e.g. Autism Outreach.

Our school seeks to work in partnership with parents and carers to provide effective PSHE education and support for children and young people. The school's PSHE education programme endeavours to complement and support parent's and carer's roles.

This is done by:

- parents/carers meetings, parents/carers information evenings, home school diary, parent questionnaires, curriculum handbook and prospectus.

**Continuing Professional Development of Staff**

Staff have received appropriate training.

**Communication/Dissemination of the Policy**

The policy will be disseminated in the following ways:

This policy document is freely available on request to the entire school community. The policy is referred to in the school prospectus. It is referred to in relevant areas of the curriculum. A copy of the policy can be found in the staff handbook and school website.

## Sex and Relationships Education (SRE)

### Rationale

Effective sex and relationship education is essential if children and young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in PSHE education.

Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects.

All schools are required to have a policy about Sex and Relationships Education

### Aim

To give children and young people the opportunity to learn about:

- physical, moral and emotional development.
- the importance of marriage for family life, stable and loving relationships, respect, love and care.
- sex, sexuality and sexual health.

### Objectives

SRE has three main elements:

#### 1. 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; (secondary schools)
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; (secondary schools)
- learning how to avoid unplanned pregnancies. (secondary schools)

#### 2. 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.

#### 3. 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.

Taken from 'Sex and Relationships Education Guidance', DfEE 2000.

### Curriculum Content

The PSHE education scheme of work can be found in Appendix 3

The National Curriculum Science Year 2 Programme of Study (statutory requirement) for **Animals, including humans** states that pupils should be taught to notice that animals, including humans, have offspring which grow into adults. The non-statutory notes and guidance state that pupils should be introduced to the processes of reproduction and growth; they should not be expected to understand how reproduction occurs.

The National Curriculum Science Year 5 Programme of Study (statutory requirement) for **Animals, including humans** states that pupils should be taught to describe the changes as humans develop to old age.

The non-statutory notes and guidance state that pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Describe how SRE is provided and who is responsible for providing it?		
Year Group	Role of person delivering	Time allocated
2	Miss Mills/Mrs Jones	2 hours

### Responding to Sensitive Issues

There are guidelines for all staff on handling sensitive and controversial issues. Reference should also be made to the school's Equality Policy in relation to some of these issues.

### Right to Withdraw

Parents/carers have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum Science lessons. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

Alternative teaching arrangements for children whose parents have chosen to withdraw them from SRE will be provided.

### Needs of children and young people

Provision of support for:

#### Menstruation

There is availability for the disposal of hygiene products.  
A supply of hygiene products is available from the staff in Class 2.

Some children and young people will be more vulnerable than their peers e.g. non-attenders, SEN and children in care.

Head teacher, SENCO, teachers and TAs will be available to discuss needs and offer guidance and support as required.

### Referral and External Support

The school has access to the following support via their individual referral routes or through the completion of an Early Help Assessment:

- Education Safeguarding Advice Service (01785 895836)
- First Response (0800 1313 126)
- a link worker from the Local Support Team (Anne McLoughlin)
- a link worker from the LA Attendance Team (Helen Smith)
- Education Psychologist (Chris Staunton)
- SENSS Advisor (vacant post as of January 2017, replacement TBC)
- School Nurse (Gina Keys)

## Drug and Alcohol Education Policy including the Management of Drug Related Incidents

### Rationale

The definition of a drug given by the United Nations Office on Drugs and Crime is: a substance people take to change the way they think, feel or behave.

This includes:

- all legal drugs including alcohol, tobacco and volatile substances
- all over the counter and prescription medicines
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)

Drug education is an entitlement for all children and young people and is supported by Section 351 of the Education Act 1996 which requires every school, including Pupil Referral Units, to provide a balanced curriculum which:

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

Drug education should be delivered through well planned PSHE education and Citizenship provision. Schools are advised to use the non-statutory frameworks for PSHE education and Citizenship at Key Stages 1 & 2, PSHE education at Key Stages 3 and 4, the statutory citizenship programme of study at Key Stages 3 and 4 and the statutory requirements within the National Curriculum Science Order for all phases as the basis for developing drug education.

Drugs: Guidance for Schools February 2004 DfES

### Aim

To give children and young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives.

### Objectives

Drug and alcohol education:

1. Increases children and young people's **knowledge** and understanding and clarifies misconceptions about:
  - the short 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
2. Develops children and young people's personal and social **skills** to make informed decisions 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
3. Enables children and young people to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

### Curriculum Content

See Appendix 3 for details of the scheme of work.

Describe how drug education is provided and who is responsible for providing it?		
Year Group	Role of person delivering	Time allocated
3/4	Miss S Heathcote/Mrs J Jones	2 hours

### The needs of children and young people

Head teacher, SENCO, teachers and TAs will be available to discuss needs and offer guidance and support as required.

Some children and young people will be more vulnerable than their peers e.g. non attenders, SEN, children in care and those whose parents misuse drugs or alcohol.



## Medicines

See Administration of Medicines Policy

## Referral and External Support

The school has access to the following support via their individual referral routes or through the completion of an Early Help Assessment:

- Education Safeguarding Advice Service (01785 895836)
- First Response (0800 1313 126)
- School Nurse
- Adoption Advisory Service

## Dealing with drug and alcohol related incidents

The possession, use or supply of illegal and other unauthorised drugs (as designated by the head teacher) by **anybody** within school boundaries is unacceptable e.g. alcohol and tobacco.

Drug incidents could involve: suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs.

The physical boundaries of the school define the extent of the school premises during the school day and the school term. But school rules and expectations of behaviour extend further if children and young people e.g. visit a library, leave school to visit an old people's home as part of a community project, whether supervised or not. School boundaries also extend to include school trips and clear guidance to staff is given about their supervisory responsibilities. It is made clear to children and young people that school rules still apply if they leave the school during the lunch break, and which will apply on a school trip abroad, where drug laws may differ. Staff are made aware of any controls on their own drug use (e.g. of alcohol, tobacco and medicines) when on duty.

See Staff Code of Conduct.

Schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may be counter-productive for the school and wider community. The police should, however, be involved in the disposal of suspected illegal drugs.

Needles and syringes found within school boundaries will be dealt with in accordance with guidelines produced by Staffordshire County Council Health and Safety Team.

In responding to drug incidents, the primary concern of the school is the care and welfare of children and young people. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the child, young person and the school community.

Please refer to:

- incidents involving drugs flow diagram and incidents form which can be found in Appendix 4
- [http://www.allsaints-standon.staffs.sch.uk/media/1644646/drug\\_advice\\_for\\_schools.pdf](http://www.allsaints-standon.staffs.sch.uk/media/1644646/drug_advice_for_schools.pdf)

The school seeks to work in partnership with governors and parents to provide effective drug and alcohol education and support for children and young people. Parents need to know that the school's drug and alcohol education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures.

## Schemes of work used for the teaching of PSHE - Appendix 3

### Ealing LA (Attach document)

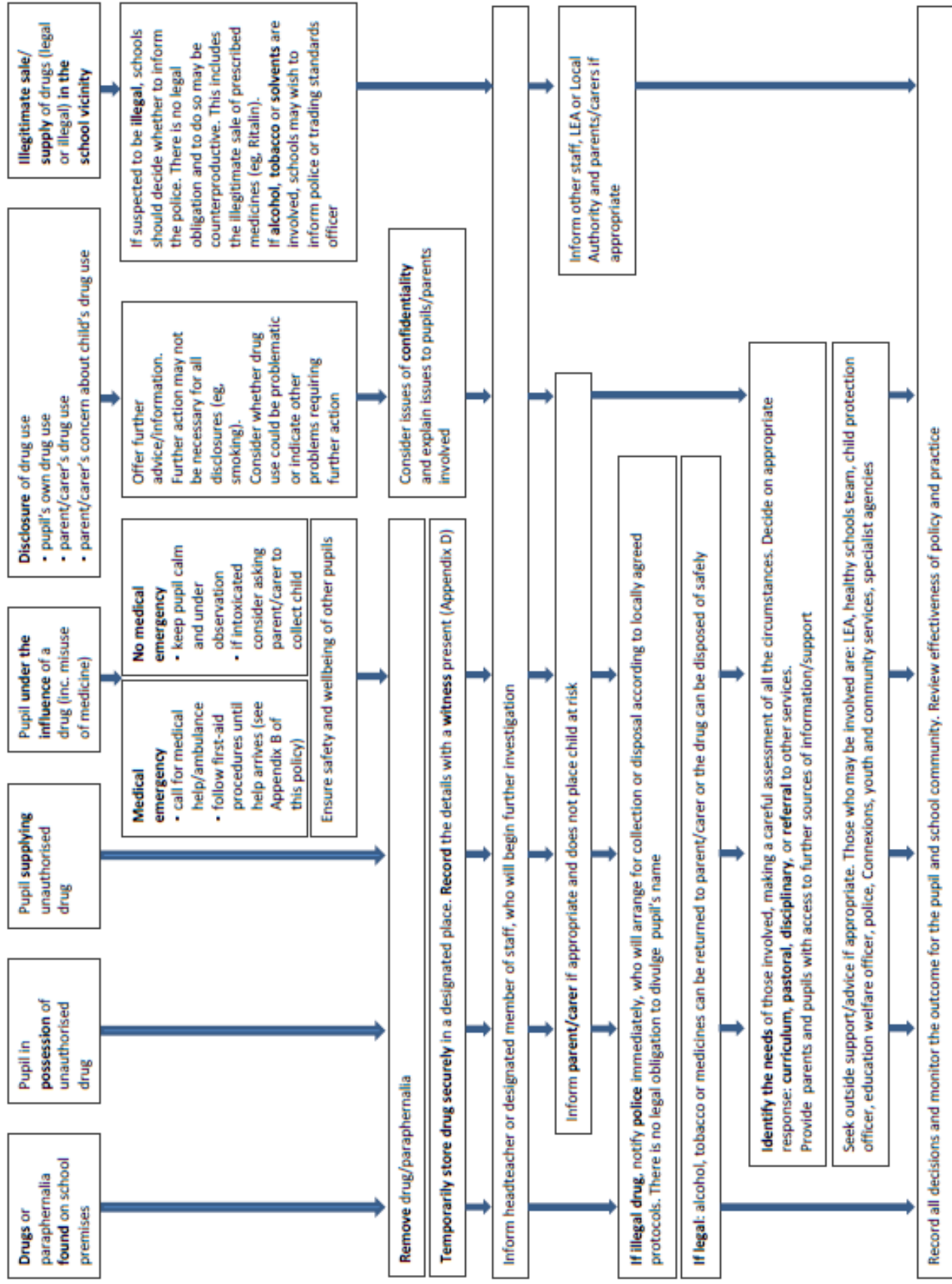
Endorsed by Sarah Huggins Entrust Senior Teacher Consultant for Personal Development, Health and Wellbeing.

### SEAL

### Health for Life Ages 8- 11

Recommended by Sarah Huggins Entrust Senior Teacher Consultant for Personal Development, Health and Wellbeing.

## Appendix A: Responding to incidents involving drugs



**APPENDIX D: Record of incident involving unauthorised drug use**

- 1 For help and advice, contact the LA
- 2 Complete this form WITHOUT identifying the pupil involved
- 3 Copy the form
- 4 Send the copy within 24 hours of the incident to the LA
- 5 KEEP the original, adding the pupil's name and form – store securely

Tick to indicate the category:

- |  |                          |                                     |                          |
|--|--------------------------|-------------------------------------|--------------------------|
| Drug or paraphernalia found ON school premises       | <input type="checkbox"/> | Pupil disclosure of drug use        | <input type="checkbox"/> |
| Emergency/intoxication                               | <input type="checkbox"/> | Disclosure of parent/carer drug use | <input type="checkbox"/> |
| Pupil in possession of unauthorised drug             | <input type="checkbox"/> | Parent/care expresses concern       | <input type="checkbox"/> |
| Pupil supplying unauthorised drug on school premises | <input type="checkbox"/> | Incident OFF school premises        | <input type="checkbox"/> |

Name of pupil * :	Name of school:
Pupil's form * : (*for school records only)	Time of incident: am/pm
Age of pupil: MALE / FEMALE	Date of incident:
Ethnicity of pupil ** :	
Tick box if second or subsequent incident involving same pupil	Report form completed by:

First Aid given? YES NO  
 First Aid given by: .....

Ambulance/Doctor called YES NO  
 Called by: ..... Time:

<b>Drug involved (if known):</b> (eg. Alcohol, paracetamol, Ecstasy)
Senior staff involved:

Drug found/removed? YES / NO  
 Where found/seized:  
 .....  
 Name and signature of witness:  
 .....  
 Disposal arranged with (police/parents/other):  
 .....  
 At time:  
 If police, incident reference number:  
 .....

Name of parent/carer informed * :	(* for school records only)
Informed by:	At time: