



Rushton CE (VC) Primary School

Happy Learning Together

Policy for Personal Social Health and Economic Education including Sex and Relationships (SRE) and Drug Education.

	Member of staff responsible	Governor	Senior member of staff
PSHE Education	S Cockersole	Mrs J Goodfellow	S Cockersole
SRE	S Cockersole	Mrs J Goodfellow	S Cockersole
Drug Education	S Cockersole	Mrs J Goodfellow	S Cockersole
Drug Related Incidents	S Cockersole	Mrs J Goodfellow	S Cockersole

The Developmental Process

The policy has been drawn up in consultation with: parents, teachers and governors

The PSHEE 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,
- Confidentiality,
- Behaviour,
- Inclusion,
- Anti Bullying,
- Health and Safety
- No Smoking.

Aims for PSHEE

Personal, Social, Health and Economic Education (PSHEE) aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHEE 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.

PSHEE 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.

Curriculum Organisation

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

- Discrete curriculum time and circle time
- Cross Curricular
- Agency/visitor input
- Enrichment opportunities
- Themed days
- Assemblies

PSHEE 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 PSHEE has an equal priority with other learning.

Teaching and Learning

PSHEE is delivered in line with the school's teaching and learning policy. As PSHEE 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 PSHEE 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. It is linked to ongoing termly topic work.

PSHEE 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.

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 PSHEE. Overall responsibility for PSHEE resources is held by the co-ordinator. The co-ordinator should ensure resources to be used by visitors have been approved by the relevant organisations i.e. Drug Education through PRIDE, SRE through Staffordshire SRE forum and others through Education Transformation.

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 PSHEE by the co-ordinator. Monitoring will take place in accordance with the school's monitoring cycle.

External Agencies

The school leads the programme but outside visitors have a role. These will be invited into school as and when it is deemed necessary or appropriate. They may include Education and Health professional as well as other people with expertise not held by school staff

Safeguarding

Teachers and other adults involved in PSHEE 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 Sarah Cockersole.

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. nurture groups
- Arrangements for pastoral support programmes including support agencies.
- Help from Ed Psych or additional support beyond this

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

Continuing Professional Development of Staff

The co-ordinator is responsible for ensuring that all staff receive appropriate training.

Sex and Relationships Education (SRE) - Appendix 1

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. This is for Key Stage 3 children. Children at Rushton School are not taught about reproduction outside of the Science Curriculum.

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 stable and loving relationships, respect, love and care for family life,

Objectives

SRE has three main elements:

1. knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding reproduction (in relation to life cycles), emotions and relationships;

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;
- learning how to recognise appropriate boundaries

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. Consideration has been made for the fact that children leave Rushton School at the end of Year 4,

Curriculum Content

Class teachers are responsible for delivery of SRE content. This may have curriculum links with other subjects:

- Science
- Citizenship
- RE

Responding to Sensitive Issues

Sensitive issues are rare and are covered in the school's safeguarding policy. It is recognised that some children are more vulnerable than others. Please refer to school SEN policy for further guidance.

Referral and External Support

Any external support felt necessary will be accessed initially through the school nurse whose contact details are available in the office

Drug and Alcohol Education Policy including the Management of Drug Related Incidents - Appendix 2

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 and Citizenship provision. Schools are expected to use the non statutory frameworks for PSHE and Citizenship at Key Stages 1 & 2, PSHE 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

The new National Curriculum (September 2013) requires drug education to commence with Y6 children. As children leave Rushton at Y4, no drug education will be delivered outside the Science and PSHE curriculums. Drugs as medicines and how we look after ourselves will be the main focus of this area of curriculum.

The needs of children and young people

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. Staff at Rushton School would refer concerns to the headteacher in line with the school's Safeguarding policy.

Medicines

Refer to the school's policy on administering medicines.

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.

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.

The school will report any drug related incident to the police and further advice will be sought.

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, or continued, 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. In the event of a confiscation, staff will pass the substance on to the headteacher who will contact the police.

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

Searches

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.

Any incident involving the misuse of drugs will take into account:

- The age and maturity of the child/young person
- What the child/young person has to say
- The means by which the substance was acquired
- The intention of the child/young person and the circumstances of the incident
- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the child/young person
- Action being taken through the criminal justice system
- The availability of support for the children and young people and family from other agencies

Reviewed by Staff and Governors on 1st February 2017.