

St Pauls CofE Primary School

Headteacher: Miss Wendy Budsworth



# ST PAUL'S CE PRIMARY SCHOOL

## PSHE, SRE & DRUGS POLICY

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## **PSHE**

### **Introduction:**

At St Paul's we see Personal, Social, Health and Economic Education (PSHE) as an important and necessary part of all pupils' education. The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning;

Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

PSHE is non-statutory; St Paul's meets our statutory responsibility to deliver SRE.

### **Aims:**

PSHE education at St Paul's aims:

- to develop children's self-esteem, confidence and self-awareness to help them make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved
- to prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- Have respect for others regardless of race, religion, sexual orientation, gender and mental and physical disability;
- Be independent and responsible members of the school community;

### **Content:**

#### **Early Years Foundation Stage:**

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHE is about making connections and is strongly linked to play. PSHE is taught through discreet circle time sessions, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Staff in EYFS have access to SCARF materials also.

#### **KS1 and KS2 :**

PSHE is present in all classes via discreet circle time sessions delivered weekly and on a small group/individual basis when the need arises. Class teachers have a long term plan, created by R. Thorpe Bamford, based upon the PSHE association objectives and access to SCARF. SCARF is an online bank of resources and lesson plans that also link to the PSHE association objectives. Mrs Bamford has made it

clear on each classes long term plan the links between the objectives and the SCARF plans and resources.

Visiting speakers such as the police and health workers also contribute to the taught curriculum;

Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;

Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; and by taking on roles of responsibility for themselves, for others and for the school;

### **Implementation:**

PSHE is timetabled to be delivered by either the class teacher or the learning mentor with the support of the PSHE leader as necessary.

PSHE may be delivered by a teacher or TA.

PSHE values may also be introduced in and explored within both whole school and Key Stage assemblies.

In addition to this, PSHE is delivered through a range of whole school activities.

Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities.

### **Assessment:**

R.Thorpe Bamford will investigate developing assessment opportunities further.

At present at St Paul's we:

- plan learning which builds on children's prior knowledge and shows progression in PSHE learning
- use self and peer assessment to involve children in understanding their own learning and next steps
- encourage children to feed back to class teachers about which aspects of PSHE they would like to learn more
- make informal judgements throughout lessons

All classes have a circle book displayed in their reflection area. This book is acts as a scrapbook for evidence collated from circle time sessions.

### **Equalities Scheme:**

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;

## **ICT:**

ICT should be used in PSHE when it has the potential to drive learning and progress. It is useful to record pupils' learning and performances as they develop, using digital cameras and/or camcorders. Children may also use a video camera or iPad to record these themselves.

Students will be encouraged to:

- find things out from a variety of sources, selecting and using information to meet their needs;
- develop their ideas using ICT tools to refine their learning and enhance its quality and accuracy.

## **Roles and Responsibilities**

### **The PSHE Co-ordinator has the following responsibilities:**

- To lead the bi-annual review of the PSHE policy;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the PSHE policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE.

### **The Governors have the following responsibilities:**

- To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection;
- To ensure that the PSHE policy and curriculum are in line with the non - statutory guidance in the National Curriculum;

### **Teachers have the following responsibilities:**

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies;
- Communicating with parents when appropriate/necessary.

### **Working with Parents/Carers**

- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

## **Monitoring and Review**

- The Senior Leadership Team will be responsible for monitoring the standards of children's work and the quality of learning and teaching;
- The PSHE Co-ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;

- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

## **Relationship and Sex Education (RSE)**

At St. Paul's Primary School we believe that effective Relationship and Sex Education is essential for young people to make responsible and well informed decisions about their lives.

The RSE programme is integrated into the PSHE curriculum within the school and aims to:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Enable children to name parts of the body and describe how their body works
- Ensure children can protect themselves and ask for help and support
- Make sure children are prepared for puberty

Some elements of RSE will be delivered through the NC framework for Science aims and objectives.

It is important to note RSE does not promote any one form of relationship, and ensures that there is no stigmatisation of children based on their home circumstances. At this time RSE is not about the teaching of sex, sexuality and sexual health. RSE does not encourage early sexual experimentation. It is not about the promotion of sexual orientation or sexual activity.

## **Objectives**

### **National Curriculum Science**

#### **Key Stage 1**

- That animals including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

#### **Key Stage 2**

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycles.
- Evolution.

### **Content and Delivery of RSE**

**Foundation Stage:** Talk about families, looking after babies, caring for pets, any pregnant stage Mum may be used as an example that a baby is growing and will be born, new babies will be discussed and admired! Identify feelings and body awareness.

**Yr1/2:** Animal mothers, birth of puppies, looking at photos of children when they were babies, getting clothes, toys and nursery ready. Topics may include - Myself and Others; Friendships.

**Yr3/4:** Body changes, naming body parts, human life cycle, body growing, choosing to be a parent, friendships and differing relationships, secrets, judgements.

**Yr5/6:** Changes at puberty, periods, what makes us all special, grown-up couples in different relationships, revision of human life cycle.

**Year 6:** Year 6 will also follow the Barnados 'Real Love Rocks' programme containing four sub sections:

- Healthy and Equal Relationships
- Grooming
- Keeping Safe
- Online Safety

We will extend parts of the 'Real Love Rocks' programme to include same sex relationships and gender identity as and when appropriate.

### **Ground Rules and Distancing Techniques:**

Teachers are to be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex. To this end the following ground rules have been agreed to provide a common values framework within which to teach:

- Pupils will be given preparation so that they will 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.
- Only the correct names for body parts will be used.
- Meanings and words will be explained in a sensible and factual way.

### **Answering Difficult Questions:**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Co-ordinator if concerned. (See Appendix 1)

### **Dealing with 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 issues in a way which does not encourage giggling and silliness.
- 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 a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Child Protection lead should be informed and the usual child protection procedures followed.

### **Teaching Methods:**

Active learning methods (i.e. reflection, discussion, video, etc) which involve children's full participation will be used. Relationship and sex education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the children's usual class teacher. Should a teacher be absent it would not be undertaken by a short term supply teacher. Ground rules are established with each class as to what is and is not acceptable.

At present all members of staff are committed to delivering the programme. However, if a member of staff feels ill equipped to take on the programme, the PSHE Co-ordinator or Headteacher could be approached to deliver the programme.

### **Evaluation of the Programme:**

Elements of sex education in the Science Curriculum will be assessed as per the science curriculum assessment arrangements. In addition a variety of informal evaluation activities have been built into the programme.

### **Specific Issues**

#### **Working with Parents:**

The School is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from parts of the sex education that are outside the compulsory elements of sex education contained in the Science National Curriculum.

Parents wanting to exercise this right are invited to put their request in writing to the Headteacher. She will explore the concerns of parents and any impact that withdrawal may have on the child. A child withdrawn from SRE will spend time in another classroom when SRE takes place. Once a child has been withdrawn they cannot take part in sex and relationship education until the request for withdrawal has been removed.

RSE materials to be used in class will be available to parents who wish to view these.

The school has a Safeguarding Children Policy and Procedure, which is available on request.

### **Drugs Education**

#### **Aims and objectives**

We aim to help children develop the knowledge, skills and attitudes that enable them to make the sort of choices that lead to a healthy and fulfilling lifestyle in conjunction

with our PSHE policy. We teach children to understand and discuss the benefits of a healthy lifestyle and the dangers to health posed by inappropriate drug-taking. We aim to equip them with the social skills to make informed moral and social decisions in relation to drug misuse in society.

The objectives of our drugs education programme are:

- To increase pupils' knowledge and understanding and clarify 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 likelihood that drug use will be common and acceptable to some peers
- the moral, social, emotional and political issues linked to drugs
- To develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy so that they:
- learn to assess, avoid and/or manage RISK
- communicate effectively, discuss realistically from an informed starting point and listen to others
- resist pressure
- know how to access information, help and advice
- acquire strategies for problem solving and coping
- develop self-awareness and self-esteem
- gain confidence to discuss issues openly and honestly with adults
- To enable pupils to explore their own and others' attitudes towards drugs, drug use and drug takers, including challenging stereotypes and exploring media and social influences
- To ensure that all children are taught about drugs in a consistent manner, following guidelines that have been agreed by parents, governors and staff
- To ensure that children and parents know that access to advice and support will be given if needed
- To provide positive role models

## **Organisation**

We believe that drugs education must be planned and taught throughout the curriculum. We recognise cross-curricular opportunities to include drugs education, notably in science. Teachers are aware of the need to respond to children's questions or worries at any time. Due regard is given to issues of confidentiality and safeguarding.

The class teachers take responsibility for the teaching of drugs, alcohol and smoking in school in accordance with our long term plan. They are supported by the PSHE coordinator who monitors, evaluates and provides suggestions and recommendations that may include visits from outside agencies, for example the School Nurse and specialists from the Drugs Action Team.

## **Additional Roles and Responsibilities**

### **The role of the headteacher**

It is the responsibility of the Headteacher to ensure that staff and parents are informed about this drugs education policy, and that the policy is implemented effectively. It is also the Headteacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

### **The role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on drugs education. The governors will support the head teacher in following these guidelines.

### **The role of parents**

The school is well aware that the primary role in children's drugs education lies with parents. 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 will:

- inform parents about the school drugs education policy and practice;
- answer any questions parents may have about the drugs education their child receives in school;
- take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in the school;

## **Non-smoking**

Our school is smoke-free. Smoking is not tolerated anywhere in the school building or within the grounds. This extends to staff, children and young people, parents and site workers at all times of day. The non-smoking rule also applies to the general public.

This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy and the Equality Policy

## **Appendix 1**

### **Answering children's questions**

Staff can sometimes be caught unawares by children's questions. The following suggestions are intended to help staff answer questions sensitively and appropriately:

- It can be helpful to 'buy some time' using phrases such as:  
"I wasn't expecting that question. Can I think about it and talk to you later?"  
"I'm not sure I can answer that on the spot. What do you think it means?"  
"That is a really important question you've asked. I'd like to talk about it when we have more time".  
"I've never heard about that. I need to find out more about it before we talk".

Also, be prepared to say "I'm sorry, that's a question that isn't relevant to this lesson/that's a personal question, so I won't answer it," if necessary. Be clear about what the child is really asking. A question such as "Where did I come from?" could lead to a lengthy explanation of pregnancy and birth when all the child wants to know is whether they were born at home or in hospital.