



Lings Primary School

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP EDUCATION POLICY (PSHE and Citizenship)

Incorporating

SEX AND RELATIONSHIP EDUCATION POLICY (SRE)

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Lings Primary School Ethos

Children are at the heart of all that we do at Lings. The school provides children with a rich and relevant curriculum where we aim to ensure all children reach their full potential with a range of motivating, stimulating and fun learning experiences. Through the PSHE and Citizenship curriculum children are encouraged to explore their ideas and feelings; building on their confidence and self esteem.

Policy Statement

PSHE reflects the whole school aims of providing a caring community in which children and young people can learn to respect themselves and others by:

- Enabling children to take responsibility for their own actions.
- Teaching children to work well with others.
- Teaching children how to keep themselves safe.

This is achieved by the use of circle time, including conflict resolution, positive behaviour strategies and assemblies, sex and relationship education and Protective Behaviours.

PSHE is central to the development of the pupils in our school. We aim to help pupils learn to recognise their own worth, develop a growth mind-set, work well with others and become increasingly responsible for their own learning. Pupils are given opportunities to reflect on their experiences and understand how they are developing physically, personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. We use characters from the film 'Inside Out' as a vehicle for teaching emotional literacy and wellbeing. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

Links with other policies

PSHE and Citizenship is linked to other school policies including:
Child Protection, Behaviour Policy, Anti-bullying Policy and Health and Safety Policy.

Organisation, planning, delivery and assessment

PSHE and Citizenship co-ordinator

The PSHE and Citizenship co-ordinator is responsible for ensuring PSHE is delivered by teachers in the school and to maintain quality, consistency and continuity. The role of the co-ordinator includes updating the curriculum policy, liaising with school Governors, maintaining and developing resources and monitoring the teaching and learning of PSHE.

The school has a wide range of resources, including posters, leaflets, games and CD's which are age appropriate and available for all staff to use.

All staff maintain a professional and impartial attitude when teaching PSHE and will deal appropriately with any sensitive issues which may arise.

Organisation of PSHE

Guidance from Qualification Curriculum Authority (QCA) (2005) suggests schools' PSHE and Citizenship provision should be through a combination of:

- discrete provision within separate curriculum time
- explicit opportunities in other curriculum subjects
- whole-school and suspended timetable activities
- involving pupils in the life of the school and wider community.

Occasional off-timetable experiences and activities provide a useful opportunity when a particular aspect of PSHE can be studied intensively e.g.

- Residential experiences.
- School visits
- Fund raising schemes
- Refection Space
- Multi-sports events
- Workshops and links with other NPAT schools and secondary schools
- Community visits, eg: to care homes

- Links with Weston Favell Centre, eg: singing and crafts
At Lings we strive to provide all these opportunities over each academic year.

Inclusion

PSHE and citizenship is taught to all children, regardless of their ability. The teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship, individual targets for the children are taken into account.

Social and Emotional Aspects of Learning (SEAL) Programme

The PSHE curriculum will be supported by SEAL work where necessary. SEAL aims to provide schools with an explicit framework for developing children's social, emotional and behavioural skills. Such an approach makes a significant contribution to provision for personal, social and emotional development in the Foundation Stage, and personal, social and health education in the primary phase.

PSHE will also be supported by communication and interaction programmes such as Socially Speaking and Talkabout which aims to build self-esteem and self-confidence within the child whilst supporting them to improve personal relationships.

Links to pastoral systems and community services

Buddy system

This involves older children volunteering to spend a proportion of their playtime supporting lonely or new children in their play activities.

Lunch Time Club

This facility is provided by Home/School Support Worker Nicola Mann for children who are low in confidence, vulnerable or who might just prefer some quiet time, rather than going out on to the playground.

Designated Safeguarding Leads

Three designated Safeguarding Leads (DSLs) within in the school work with children who have emotional difficulties. These DSLs are Emma Jacox (SENCO), Nicola Mann (Home/School Support Worker) and Amy Skelton (Trainee Play Therapist). Some children are given regular appointed times where they can discuss their problems in a relaxed, informal environment. Children who find themselves in an emotional crisis may also have access to the services of these people. Where appropriate the DSLs will refer children on to caring agencies.

Reflection Space

Twice a year colleagues from Weston Favell Parish Church will visit the school and set up a Reflection Space, for a period of two-three days. During this time, children

will have the opportunity to reflect on how they treat others and how they feel about themselves. They will also have the opportunity to think through any problems that might be worrying them. Teachers and key members of staff will be available if children wish to discuss any problems.

Specific issues

When dealing with sensitive issues the following needs to be considered:

Child Protection (see policy)

Confidentiality

Dealing with difficult questions

Behaviour policy

Working with outside agencies

Community based agencies which provide support for children at Lings will be expected to deliver the following:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children and 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 curriculum at the school.
- Seek to use engaging teaching and learning methods which 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 with children and 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 LA if there are any concerns
- Their input is integrated within a planned programme
- Appropriate planning sheets/lesson plans have 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.

Dissemination

The policy will be displayed on the schools' website for all parents, visitors and staff to see. There will also be a copy on the staff area of Office 365 for staff to regularly refer to.

Monitoring and evaluation

The PSHE co-ordinator will monitor the implementation of the policy. The Co-ordinator will review the policy annually in liaison with the PSHE Governors.

Sex Relationship Education (SRE)

The teaching of sex and relationships education recognises that there is a range of values and morals held within the school community.

It is important to remember that pupils come from a variety of backgrounds with a range of beliefs and understandings. It is vital that the self-esteem of the pupil is never compromised when discussing sensitive issues such as families or sexual behaviour.

It is important that parents are informed when SRE lessons will take place and of their content. This enables them to open a dialogue with their children if they wish and supports the partnership between parents and school.

SRE Guidance (DfES 2004) provides the following definition:

"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.

The objective of sex and relationships education is to help and support children and young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help children learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood."

It 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, loving, long-term relationships for the nurture of the 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;
- staying safe online;
- learning 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 the reasons for delaying sexual activity and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy;
- learning about contraception and the range of local and national sexual health advice, contraception and support services.

Organisation

SRE should form part of the PSHE curriculum and should be taught throughout all the key stages. Many of the skills learned in PSHE are transferable to SRE. The class teacher should be the main person to teach SRE but outside agencies and personnel can support and enhance its delivery. The school nurse is available to support and advise teachers on delivering SRE.

Parents right to withdraw their children

Under the Education Act 1993 parents can withdraw their child from any part of the SRE programme which is not part of the National Curriculum. Parents wishing to exercise this right are invited to discuss their concerns and arrangements for their child with the class or Head teacher.

Drugs Education (Alcohol, and Tobacco and volatile substances)

Drugs can have a devastating impact on children and young people's lives. Even relatively small amounts can affect their education, health, well-being, relationships and prevent them from reaching their full potential. Drugs can also lead to major disruption within school. Lings will not be complacent over any issues concerning children and drugs.

The DfES (2004) guidance for schools states that the purpose of the school drugs policy is to:

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health and safety of pupils and others who use the school
- Clarify the school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the drug education programme
- Enable staff to manage drugs appropriately on school premises
- Ensure that the response to incidents involving drugs compliments the overall approach to drugs education and the values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school drugs educational programme and the management of incidents involving illegal and unauthorised drugs
- Reinforce the role of the school in contributing to local and national strategies

The school's stance toward drugs, health, and the needs of pupils

The school recognises the need to prepare and equip children to deal with the pressures of living in a society where drugs are available and where they may experience some peer group pressure to participate in drug taking themselves. The school also needs to be ready and able to deal with the broad range of drug related situations and incidents which may occur in the lives of our pupils and others involved in the life of the school. It is vital that the school sends a clear message to the whole school community that the possession, use, or supply of illegal or unauthorised drugs is unacceptable and will not be tolerated. However, if an incident involving drugs should occur the first concern is always for the health and safety of the school community and meeting the pastoral needs of pupils. Therefore administering first aid and summoning help in the case of medical

emergencies will always take priority before dealing with any issues.

Aim of Drugs Education (including Alcohol, and Tobacco)

The aim of drugs 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

Through the PSHE curriculum the school aims to increase pupils' understanding and clarify misconceptions about the effects and risks of drugs.

The school aims to develop pupils' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:

- a) Assessing, avoiding and managing risk.
- b) Communicating effectively.
- c) Resisting pressures.
- d) Finding information, help and advice.
- e) Devising problem solving and coping strategies.
- f) Developing self-awareness and self-esteem.

Drugs Education

Drugs education focuses on knowledge and understanding, skills and attitudes. Issues included will be appropriate to the age and maturity of the pupils.

Drugs education is taught mainly through PSHE and citizenship and through cross curricular links such as in Science, Literacy and R.E.

A wide range of active teaching methods are used that enable pupils to learn skills, discuss their views, explore their own and other peoples' attitudes and values as well as gain knowledge, practice skills to cope with drug related situations and engage actively in their own learning. The school will use local external agencies to support in addressing these issues where possible.

Management of drugs at school

The school does not permit the possession, use or supply of any illegal or legal drug (unless authorised legal drug), which takes place within the school boundaries. This covers; on or near the school premises, within the school day and during term time, on school visits (supervised or not), school journeys and at school events.

These rules apply equally to staff, pupils, parents, governors and those working and visiting the school.

See the Medical Needs Policy for details about administration of authorised prescribed and non-prescribed medicines.

Hazardous chemicals and volatile substances – arrangements for the secure and safe storage of chemicals e.g. for cleaning are set out in the Health and Safety Policy.

Involvement of parents/carers and outside agencies

Parents/carers will be informed immediately if their child has been involved in a drug related incident. However, there may be some exceptional situations where involving the parents may put the child at risk of abuse and in these exceptional cases, the school will exercise some caution. The decision will be taken by the Head Teacher in liaison with the designated child protection officer with the child's welfare a priority.

We have strong links with the local police, health professional and charities and involve them in the drugs education curriculum.

Confidentiality

Children are aware that they can talk in confidence to staff without fear of being judged. The welfare of the children will be central to our policy and practice. However, staff cannot promise total confidentiality. This is made clear to pupils through the PSHE and citizenship programme. Information about a pupil in relation to drugs will follow the same procedure as for other sensitive information. If teachers have any concerns about the welfare of the children, they must inform the Head Teacher or Designated Safeguarding Lead.

Useful websites

Citizenship

Association for Citizenship www.teachingcitizenship.org.uk

Teaching Citizenship Education: the global dimension www.citizenship-global.org.uk

Citizenship Foundation www.citfou.org.uk

Community Service Volunteers www.csv.org.uk

DfES Citizenship www.dfes.gov.uk/citizenship

Personal Finance Education Group (PFEG) www.pfeg.org.uk

Schools Councils UK www.schoolcouncils.org

Drug education

Action on Smoking and Health www.ash.org.uk

Alcohol Concern www.alcoholconcern.org.uk

Drug Education Forum www.drugeducationforum.com

DrugScope www.drugscope.org.uk

Institute of Alcohol Studies www.ias.org.uk

Emotional health and well-being

Ask Normen www.asknormen.co.uk

Antidote www.antidote.org.uk

Getting Connected www.gettingconnected.org.uk

National Emotional Literacy Interest Group www.nelig.com

National Pyramid Trust www.nptrust.org.uk

Healthy eating

British Nutrition Foundation www.nutrition.org.uk

Eating Disorders Association www.edauk.com

Food in Schools www.foodinschools.org

National Heart Forum www.heartforum.org.uk

Physical activity

British Heart Foundation www.bhf.org.uk

Sport England www.sportengland.org

SUSTRANS www.sustrans.org.uk

Youth Sport www.youthsport.net

PSHE

DfES PSHE www.teachernet.gov.uk/pshe

Healthy Schools www.wiredforhealth.gov.uk

Make A Connection www.makeaconnection.org

National Children's Bureau www.ncb.org.uk/library/pshecis

NSCoPSE www.nscopse.org.uk

Safety

Anti-Bullying Alliance www.anti-bullyingalliance.org

Bullyfreeworld www.bullyfreeworld.com

Kidscape www.kidscape.org.uk

Peer Support Works www.peersupportworks.com

Health and Safety Executive www.hse.gov.uk

Sex and relationships education

Brook Advisory Centres www.brook.org.uk

fpa (Family Planning Association) www.fpa.org.uk

Sex Education Forum www.ncb.org.uk/sef

Centre for HIV and Sexual Health www.sexualhealthsheffield.co.uk