

Wellington Primary School and Nursery



Policy for PSHE

Date of review April 2019

Date of next review Spring 2022

Policy for PSHE including SRE and Drug Education

What is PSHE?

“Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.

Why PSHE Should be Taught

Personal, Social, Health and Economic Education underpins life at Wellington Primary School. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. Our school Curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

PSHE reinforces the School Aims:

- A thriving, purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning.
- A welcoming and open community where all those involved in the successful development of children, parents and families first, then school staff, governors and other professionals work closely together for school improvement.

Our aims for all children are that:

- They should be safe, secure and happy in school.
- They have equal access to the curriculum, regardless of ability, gender, race or religion.
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others.
- And that children's resilience, spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

Organisation and Planning

How it will be organised and covered

P.S.H.E will be provided through:

- Discreet Curriculum time,
- Assemblies, class assemblies, class discussions and circle time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.
- Extra curricular activities e.g. health days, visits and theme weeks

- Planned learning will be recorded on weekly or daily plans.

Provision Made for Children with Particular Needs

- Open door policy and regular contact with parents working in partnership with the school.
- Child-led IEPs
- Parental Support for children with S.E.N.Ds
- Trusting relationships with the Senior Leadership Team and other members of staff enabling children to have choice and a variety of people to talk to.
- High levels of teaching assistant support enabling ongoing support in PSHE when needed.
- Learning mentors and learning partners where needed.

Teaching Methods and Approaches

- In the Foundation Stage, teachers will plan from children's own experiences through the seven areas of learning. They will plan for Personal, Social and Emotional Development on a daily basis and through PLOD's (Possible Lines of Development) in conjunction with the Early Learning Goals.
- In KS1 and 2, teachers will plan in relation to The National Curriculum guidance for PSHE. Links have been made through contexts for learning to PSHE and can be found in the ideas section of the contexts and in the PSHE areas of learning links to contexts grid. Teachers will plan to use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally.
- Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem solving skills, explore ideas and relationships, cooperate with others and work collaboratively in small groups.
- Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom.
- Our school follows a half termly whole school values plan.

British Values

At Wellington Primary School we firmly believe in and teach what is widely accepted as the fundamental British Values. These are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for those of different faiths and beliefs and those without faith
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Criteria for Resource Allocation

Resources selected are:

- age appropriate,
- non-discriminatory and
- in accord with the values of the school.

Some resources chosen will appear discriminatory but these are used to challenge misconceptions, negative images and messages and stereotypes.

Resource materials, books and equipment are available for use by all staff. Each Year Group follows the school long term planning.

Staff Professional Development

Teachers training needs are determined at reviews meetings during the performance management cycle. Whole school training needs are planned into action plans. The school ensures they are kept informed of relevant changes to aspects of PSHE by attending PSHE network meetings. They are encouraged to access appropriate school based INSET or external CPD opportunities. We encourage peer observation and peer support.

Assessment and Reporting on Learning

In PSHE there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of co-operation and competition.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.

Whole School

- PSHE is reported to parents in the mid year and end of year reports.
- Termly teachers update their class profile for SEND where needs are highlighted in learning but also personal, social and emotional needs are highlighted with actions to support these children.

Foundation Stage

- Teaching staff will make observations of children against the three relevant scales of the Foundation Stage Profile – self- confidence, feelings and behaviour, and making relationships. The Early Learning Goals for Personal, Social and Emotional Development are set out in the Foundation Stage Curriculum.

KS1 & KS2

- Teaching Staff will be able to refer to information from the Foundation Stage Profiles/End of Year Reports and information passed on by previous teacher, to ascertain where the children are at and plan to build on these experiences accordingly. Assessment is a planned part of all effective teaching and learning. Teachers use summative and formative assessment to record information and report these findings through conversations and end of year reports.

Links to Pastoral Systems

The first line of pastoral response is in the classroom with the class team; both teacher and teaching assistants. Our school has an ethos where pastoral care and the whole child are at its centre and staff are encouraged to provide social and emotional support to the children. Teachers use teaching assistant time flexibly so children's social and emotional needs are supported as this is key for effective learning so as needs arise children will be given time and space to work through problems

with trusted adults. We are committed to developing the whole child and continue to build up resources and adult time to help children's social and emotional needs.

Pupils understand that we are a caring school who will listen and know they can talk to a wide range of adults because all relationships are based on trust and mutual respect. Children feel secure in coming and talking to the SLT, teachers or teaching assistants when they need to talk. Parents have close relationships with the school and the open door policy ensures parents share relevant information which may be affecting children's personal, social and emotional behaviour.

Wellington Primary school uses the strategies of the worry box and Peer mediation to ensure every child has a voice.

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

Answering Difficult Questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Group Agreements and Distancing Techniques

- 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.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Sensitive Questions.

- Clear parameters about what is appropriate and inappropriate should be discussed whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Head teacher and the usual child protection procedures followed.

Working with Outside Agencies.

Should other agencies be used, discussions take place beforehand to ensure that the visiting agency's values are in line with the schools and that they are aware of the school's policies.

At Wellington Primary School all community based agencies that visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children/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 aim and objectives are.
- Communicate with children/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 or that visitors' code of conduct is followed.
- their input is integrated within a planned programme
- appropriate planning sheets/lesson plans have been produced
- relevant 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.

Links with Other Policies

This policy has links to Health and Safety Policy, Equal Opportunities Policy, Child Protection Policy and the Confidentiality Policy.

Dissemination

All new staff can access this policy via the school network and website upon induction. The policy is easily accessible to all staff. Pupils learn about the Policy through discussions with teachers and during assemblies.

Monitoring and Evaluation

It is the responsibility of the Governing Body and SLT to monitor the effectiveness of this policy. The PSHE / SRE Governor will feed back at Full Governing Body Meeting and the Headship Team will feed back to governors through the Headship Team Report. This policy will be reviewed by the governing body every three years, or earlier if it is considered necessary.

Appendices relating to Sex Relationship Education (SRE)

Definition of SRE:

SRE Guidance (DfES 2000) 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.”

SRE 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 and loving relationships for the nurture of children;
 - learning the value of respect, love, care and tolerance;
 - 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; and
 - learning how 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 about contraception
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
 - the avoidance of unplanned pregnancy.

Who is Responsible for Providing SRE?

• Governors working with the SLT team take responsibility for meeting statutory requirements in SRE. The teaching of SRE will be provided by class teachers within the context of trusted relationships and the teaching for learning in SRE will be monitored and evaluated by the Healthy Schools and PSHE co-ordinator.

Parents' Right to Withdraw their Children

Parents will be informed of planned SRE sessions. In all year groups, parents will be invited to see the planned programme of learning for SRE including the videos and activities on offer before it is

taught to the children. Parents have the right to withdraw their children from all or part of SRE sessions, except those elements taught as part of the National Curriculum Science. Any parent wishing to discuss this aspect of the curriculum in more detail should contact the Head Teacher.

Appendix Relating to Drugs Education (Alcohol, and Tobacco and volatile substances)

To Whom and Where the Policy Applies

This policy applies to the whole School Community, including staff, pupils, parents and visitors. The school is defined as the entirety of the school's buildings, the school grounds, and all school vehicles.

Staff with Key Responsibilities for Drugs Education

Head teacher and Senior Leadership Team.

The School's Stance Toward Drugs, Health, and the Needs of Pupils

- Wellington Primary School condones neither the misuse of drugs, tobacco and alcohol nor the illegal supply of these substances by members of the school.
- Wellington Primary School is committed to the health and safety of its members and will take action to safeguard their wellbeing.
- Wellington Primary School actively acknowledges its role in supporting and promoting healthy living. Through our ethos and practice we will teach and encourage children to recognise and make good choices.
- Wellington Primary School understands the importance of its pastoral role in the welfare of young people and will continue to provide the supportive, open environment to encourage pupils in need of support to come forward.

Aim of Drug, Alcohol, and Tobacco Education

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Government's Drug Strategy 2010 ensures that school staff have the information, advice and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service;
- Tackle problem behaviour in schools, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.

Objectives of Drug, Alcohol, and Tobacco Education

To increase pupils' Knowledge and Understanding and clarify misconceptions about:

- The short-term 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. To develop pupils' social and emotional skills so they can make informed choices 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.

Schools can have a key role in identifying pupils at risk of drug misuse. The process of identifying needs should aim to distinguish between pupils who require general information and education, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support. DfE and ACPO drug advice for schools 2012.

Management of Drugs at School

The Head teacher will ensure that all staff dealing with substance issues are adequately trained and supported. The process for dealing with drug related incidents should be dealt with according to the agreed substance misuse procedure which all staff are made aware of.

Alcohol

- The possession and use of alcohol on school premises during the working day is prohibited for all members of the school community. The Head teacher must be consulted and permission obtained before any function or event is arranged where alcohol will be consumed. This is left to the discretion of the Head teacher. The school recognizes that it is an offence under the licensing act 1964 to sell alcohol without a license. Incidents involving people under the influence of alcohol will be reported to the Head teacher or a member of the Senior Leadership Team who will refer to the Serious Incident Report.

Smoking and vaping

- The school operates a no smoking/ vaping policy at all times throughout the building and grounds. This policy applies to pupils, employees, parents and visitors. Incidents involving people using tobacco will be reported to the Head teacher or a member of the Senior Leadership Team who will refer to the Serious Incident Report.

Medication

The school recognizes that there may be instances when drugs are legitimately on school premises. Some pupils may require medicines during the day that have been prescribed for their medical condition. These need to be administered by a parent or carer unless otherwise agreed with the Head teacher. The administration of such medicines will be undertaken by members of staff. These

prescribed medicines will be kept in a locked cupboard or staff room fridge. Staff are not obliged to administer medicines. Asthma inhalers are kept in a clearly named box in the pupils' teacher's cupboard.

Dealing with Drug Incidents

Each incident will be considered on its own merits and the following priorities will be considered:

1. The immediate health and safety of all members of the school community
2. Supportive responses to any individuals or groups within the school who need them, as highlighted by the incident.
3. Consider transgressions of school rules and assess the need for punitive responses.
4. Review drugs policy if current protocols were found to be inadequate.

Intoxicated Parents/Carers

When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, schools might wish to discuss with the parent/carer if alternative arrangements could be made, for example asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour. Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police.

Intoxicated Pupils

- In the unlikely event of a pupil being intoxicated by drugs, alcohol or volatile substances on the school premises the welfare of the pupil is our principle concern. This means that administering first aid and summoning the emergency services will be the first priority should there be need to do so. In cases of unconsciousness an ambulance should always be called and the pupil moved into the recovery position. Parents should also be notified immediately. In cases of intoxication that do not pose an immediate danger to the pupil or others (for example minimal intoxication from alcohol or cannabis), and provided that it does not conflict with the best interests of the pupil, parents will be notified and asked to come into school to collect their child. If parents are unable or unwilling to do this the school will instead manage the situation in the best way possible. This will usually involve separating the pupil from others and giving one to one teaching in a calm environment while the pupil's condition is monitored. Intoxication or possession of drugs or alcohol in school is seen as indicative of possible serious issues requiring specialist intervention or child protection proceedings, and the school will always investigate this and respond accordingly. Staff will seek advice in cases where there is uncertainty. The pupil's welfare will always be the overriding priority.

Discovery of Drugs or Paraphernalia Including Needles

- For syringes/needles which constitute a hazard to health and safety when found on school grounds: the item must not be touched or moved; all children should be removed completely from the vicinity

and the syringe/needle should be cordoned off as well as you are able (e.g. placing a bucket over the item). A member of staff should guard the item to prevent anybody coming into contact with it. Staff should not under any circumstances attempt to dispose of the item themselves. It will then be arranged for the caretaker to remove the item and place it in a secure box. If such drug paraphernalia is repeatedly found on school grounds the police should be informed so that they may attempt to discourage drugs-users from trespassing on school grounds when the school is closed. If a pupil is found with illegal drugs in school the police must always be informed. They will then arrange for appropriate disposal of any substances and will decide if any legal action is to be taken. As with intoxicated pupils (discussed above) possession of illegal substances can be indicative of a drug problem.

Involvement of Parents and Carers

The Head teacher and SLT will inform parents and carers of any drug incidents. Provided this does not compromise the health and well-being of the child.

Involving the Police

The police will always need to be involved in any incidents involving illegal drugs – They will take responsibility for disposal of such substances.