

Keston Primary School



PSHE Policy **(Including Sex and Relationship Education and Drug Education/Incidents)**

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Introduction:

This document provides information for everyone who has an interest and concern in the teaching of Personal, Social and Health Education at Keston Primary School. This policy was formed after discussion with the school's leader for Religious Education, school staff (both teaching and non-teaching) and Governors. This policy has been written with reference to Our School Mission Statement.

Aims and Objectives:

We believe that the education in PSHE and Citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in a range of activities including the School Council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and Citizenship helps in many ways to meet the objectives set out in the Children's Act 2004 (Every Child Matters) – 'that to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'. At Keston we strive to develop the children's spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life.

Our objectives in the teaching of PSHE are for all our children:

- To know and understand what is meant by a healthy lifestyle
- To be aware of safety issues
- To understand what makes a good relationship with others
- To have respect for others
- To be thoughtful and responsible members of their community and their school
- To become active members of a democratic society
- To develop self-confidence and self-esteem
- To make informed choices regarding personal and social issues
- To develop good relationships with other members of the community

Teaching and Learning:

We use a range of teaching and learning styles to meet PSHE Curriculum. We emphasise active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as assemblies and performances) or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the School to talk about their role in creating a positive and supportive local community.

PSHE Curriculum Planning:

The school's PSHE programme of study is based on the PHSE Association scheme. The programme of study is taught through links with topics, the assembly programme and circle time; sometimes, e.g. when dealing with issues in sex and relationships or drugs education, we teach PSHE as a discrete subject. PSHE is also developed through various activities and whole school events such as residential experiences, mini enterprise and fund raising schemes.

The Programme of study is divided into three areas which incorporate Sex and Relationships Education (appendix 1) and Drug Education (appendix 2):

- Health and Wellbeing
- Relationships
- Living in the Wider World

The Foundation Stage:

As the Foundation Stage follow the Early Years curriculum, PSHE is related to the objectives set in the EYFS Framework. Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the Framework. Citizenship education is supported in the Foundation Stage through the development of each child's 'Knowledge and Understanding of the World'.

Equal Opportunities:

We teach PSHE to all children, regardless of their ability. Our teachers provide opportunities matched to individual needs of the children with learning difficulties. When teaching PSHE, teachers take into account the targets set for children with additional educational needs.

For More Able pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Assessment:

Our teachers assess the children's work in PSHE both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. We do not set formal tests or examinations in PSHE. The assessments that we make of pupil achievement are positive and we report on these to parents in annual school reports and at Parent Evenings.

Monitoring and Review:

The planning and co-ordination of the teaching in PSHE and SRE are the responsibility of the subject leaders, who also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE
- Evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

Responsible Staff

Claire Murphy	Headteacher
Helen Green	Deputy Headteacher
Jenni Stevens	Inclusion
Eve Robinson	Health Schools and PSHE
Faye Bailey	Health Schools and PSHE
Phil Edmonds	Science
Fiona Tribe	Explore and Discover

Linked Policies and Documents:

School Mission Statement
PHSE Programme of Study
Safeguarding
British Values Statement
Medicines Policy
Behaviour
Anti-Bullying
Equality
Radicalisation

Ratification

This policy was agreed and adopted by our Governing Body
This policy will be reviewed every three years.

Spring 2016

Appendix 1

Sex and Relationship Education

SRE Guidance (DfES 2004) provides the following definition: “Sex and Relationships Education 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 relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people 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 and loving relationships for the nurture of children
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas
- 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
- 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 and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy

Organisation, planning and delivery

Many of the skills learned in PSHE are transferable to SRE. SRE forms part of the PSHE curriculum and will be taught throughout all the key stages through the Health and Wellbeing and Relationships aspects of the PHSE programme of study.

The teacher will be the main person to teach SRE but outside agencies and personnel can support and enhance its delivery.

In year 5 pupils will be taught SRE as a discrete subject covering:

- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction
- about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights

Legal requirements

Keston Primary School has a statutory duty to teach the following as part of the National Curriculum Science

Key Stage 1

- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Parents' right to withdraw their children

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school.

Parents do not have the right to withdraw their child/children from these above aspects of the science curriculum.

Parents can discuss their concerns with the Class Teacher and Headteacher. The school will make alternative arrangements in such cases.

Appendix 2

Drug Education/Incidents (including Alcohol, and Tobacco and volatile substances)

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 on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs
- Reinforce the role of the school in contributing to local and national strategies

The purpose of the policy

The policy covers four areas relating to drugs, alcohol, and tobacco and the school:

- The schools values and ethos on drugs
- The content and delivery of the school's drugs education programme
- The school's rules around drugs
- Drug incident management within the school and health and safety issues

The schools values and ethos on drugs

Drug use and misuse have become increasingly common in our society. The school recognises the need to prepare and equip young people for life in a drug using society. 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. 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 (Croydon Serious Incident Procedure Appendix 5).

To whom the policy applies

This policy applies to staff, pupils, parent and carers, governors and partner agencies working within the school.

Any incident that occurs off school premises while on school business, including school visits, should also be handled with reference to the school's drugs policy and using the Croydon Serious Incident Procedure (Appendix 5).

Smoking

Keston Primary School is a smoke-free school; this includes all buildings, and all grounds. The policy applies to all staff, pupils, parents, and visitors.

Aim of Drug, Alcohol, and Tobacco Education

The aim of drug 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 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

To enable pupils' to explore their own and other people's attitudes towards drugs, drug use, and drug users, including challenging stereotypes, and exploring media and social influences. See 'Drugs – Guidance for schools' DfES 2004

Organisation, planning and delivery

Drug education is part of the school' PHSE policy. Class teachers will guide teaching and learning in this area however when appropriate the use of outside agencies will be considered.

Drugs education is also delivered through the school's Explore and Discover Curriculum which incorporates statutory science teaching and learning.

Management of drugs at school

Please refer to the school's **Medical Policy** for guidance on the use of medicines in school.

Drug related incidents in school

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

- The immediate health and safety of all members of the school community

- Supportive responses to any individuals or groups within the school who need them, as highlighted by the incident
- Consider transgressions of school rules and assess the need for punitive responses
- Review drugs policy if current protocols were found to be inadequate

Tobacco

The school enforces a total ban on smoking at all times throughout school premises, including all grounds and vehicles. There are no designated smoking areas. However the school will offer support to those trying to stop smoking. Anti-smoking education is at the forefront of the school's drug education programme, and any pupils identified as smokers will be supported in quitting.

Alcohol

Consumption of alcohol is not permitted on school premises during the school day but small amounts of alcohol may at times be provided for adults at after school events. This is at the head's discretion. Any alcohol on school premises will be stored securely.

Volatile Substances

All products containing volatile substances such as cleaning materials, stationery, etc. will be locked away securely out of the way of pupils when not in use.

Pupil Intoxication

In the 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 provided this is in the best interests of the child.

In cases of intoxication that does 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 not release the pupil in an intoxicated state as this might endanger the pupil's welfare, but 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 a possible substance use issue requiring specialist intervention, and the school will always investigate this and respond accordingly. Repeated instances of intoxication or possession are a very strong indication that referral is appropriate. The pupil's welfare will always be the overriding priority.

Pupils with Drug Related Problems

Should any student be identified as having a drug, alcohol, or volatile substance problem the school will engage and support the pupil and refer the case on to specialist substance misuse services. The school will also consider facilitating the pupil's engagement with the service if this is appropriate. The school considers each case on its own merits and is always primarily

concerned with the welfare of the young person in question. Safeguarding procedures must be adhered to at every stage.

Discovery of drugs or paraphernalia including needles

If illegal drugs are found 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 by a pupil can be indicative of a drug problem.

For syringes/needles which constitute a hazard to health and safety when found on or around 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 'sharps' box. If such drug paraphernalia is repeatedly found on school grounds the police should be informed.

Intoxicated Parents/Carers

Quoting DfES:

"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".

Involving Parents

Parents will always be informed of any incidents involving drugs, alcohol, tobacco, and volatile substances, as long as this is in the best interests of the child.

Pupil Disclosure

Guidance on pupil disclosure is given in the school's **Safeguarding Policy**.

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.

The police will not normally need to be involved in incidents involving legal drugs such as alcohol, tobacco, and volatile substances but the school may wish to inform Croydon Trading Standards about the inappropriate sale or supply of tobacco or alcohol to pupils in the local area.

SERIOUS INCIDENT procedure

Off Site Incidents
Any incident that occurs off school premises whilst on school business, including school visits, should be dealt with according to this procedure.

SCHOOL PROCEDURE

When there is a suspicion that a pupil has been involved in a serious offence (e.g. assault, drug related incident, unlawful possession of a knife etc.), the following procedure should be followed.

Safety of the Pupil(s)
Seek medical assistance if appropriate.

PARENTS/CARERS INVOLVEMENT

Parents/carers should automatically and immediately be informed and involved. Parents/carers involvement and co-operation are considered to be absolutely essential to the success of this procedure.

Control of the Evidence

- Place the evidence in a clear plastic bag and seal it entirely.
- The witness and the pupil should sign & date over the seal.
- Place the bag into a safe place until further action is necessary.
- After consultation with the Youth & Schools Unit of the Police, either dispose of the evidence or retain it for an appeal.

Immediately inform the Head Teacher or Deputy. In the event that neither are available this should be referred to:

Discussion with the Pupil(s) Involved
The initial meeting with the pupil(s) should be to establish whether an offence may have been committed that should be brought to the attention of the Police.

Parents/Carers Appeal
Parents/carers in the maintained sector have the right to make representations to the Governing Body. Thereafter the appeals procedure can be followed. It is strongly recommended that those independent schools which do not have a procedure should give the matter serious consideration.

Police Involvement
If this is the case, the school will contact the Youth & Schools Unit located at Croydon Police Station (Tel: 020 8649 0271).

The School's Decision
The pupil may be excluded from the school for a fixed term initially. It will be for each school to decide in the light of the individual circumstances whether the exclusion should be fixed term or permanent.

Advice to Parents/Carers
Parents/carers will be informed of the counselling and support services available, where appropriate, within Croydon and supplied with relevant names and telephone numbers and advised, if appropriate, to seek medical advice. The school will expect parents/carers to seek help from these services on behalf of the child or family.

Fixed Term Exclusion
For pupils to be allowed to return after a fixed term exclusion, parents should be informed of the support/advice/monitoring arrangements that will be available within the school.

Permanent Exclusion
Should the exclusion be permanent, Croydon Head Teachers are encouraged to be supportive of each other in finding an alternative placement for the pupil concerned and agree to provide an appropriate support/advice/monitoring service for the individual, once admitted.

POLICE PROCEDURE

For urgent and immediate action use 999 system. Otherwise:

Contact the Youth & Schools Unit for advice and support Mon-Fri 8am - 5pm.

If Police involvement is requested the initial investigation will be conducted at the school.
But
Police interviews of pupils suspected of offences must be conducted at a Police Station.

A pupil who is required to attend a Police Station is entitled to legal representation and a parent or appropriate adult must be present.

Crime case disposal is the decision of the Police and the Crown Prosecution Service. There are three options:

No further action
Reprimand or final warning (Crime and Disorder Act 1998).
Charge

Positive diversion from crime. Involvement of multi-agency Youth Offending Team.
Court

School discipline is at the discretion of the Head Teacher. The Police will take no part in these decisions.



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Croydon Borough Division 020 8649 0271