

# Exminster Community Primary School

## Personal, Social and Health Education Policy (incorporating Sex and Relationships Education and Drugs Education)

### Our Vision

To create the best possible environment in which to stimulate the personal and social growth of the children in our school, whilst promoting high quality teaching and learning. This is to be achieved through our E.P.I.C. vision, which represents the four pillars of Enjoyment, Potential, Inclusion and Community.

*‘The governing body of a school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school’*

*Section 175 (2) Education Act 2002*

The Staff and Governing Body of Exminster Community Primary School recognises its collective responsibility to safeguard and protect the welfare of children and young people in accordance with its statutory responsibility under Section 175 of the Education Act 2002 and where appropriate under the Children Acts.

### Personal Social Health and Economic Education Policy (PSHE) [incorporating Sex and Relationships Education (SRE) and Drugs Education]

#### Purpose

The purpose of this policy is to;

- To establish an entitlement for all pupils
- To establish expectations for teachers in this subject
- To promote continuity and coherence across the school
- To state the school’s approaches to this subject

#### Introduction

##### The importance of Personal Social and Health Education

Personal, Social and Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual and cultural issues that are part of growing up. 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 the effective, fulfilling relationships that are essential part of life and learning.

SRE is an integral part of our PSHE programme, the school's programme of sex and relationship education will be embedded within the school's PSHE curriculum.

The Education Act 1996 requires that schools provide a curriculum which: promotes the spiritual, moral, cultural, mental and physical and development of pupils; prepares pupils for the opportunities, responsibilities and experiences of adult life. It is intended that the PSHE curriculum is a major contributor to meeting these requirements.

### Links with other policies

This policy is the umbrella policy outlining the provision made for pupils' PSHE through all aspects of school life.

It links with many other policies eg:

- Anti-Bullying Teaching and Learning
- S E N D
- Preventing and Addressing Racist Incidents
- All subject related policies
- Assessment for Learning
- Drugs and Alcohol Education
- Sex and Relationship Education
- Inclusion Confidentiality Safeguarding
- Health and Safety

In September 2013, the DfE published a new National Curriculum. Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'

and that 'sex and relationship education (SRE) is an important part of the PSHE education' (*Guidance-PSHE education, DFE, 2013*)

### The Framework for PSHE

The knowledge, skills and understanding to be taught in 4 interrelated sections:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy, safer lifestyle.
4. Developing good relationships and respecting the differences between people.

### Every Child Matters

At Exminster Community Primary School we combine PSHE and SEAL using the Every Child Matters framework. This resource provides a framework for explicitly promoting social, emotional and behavioural skills with built in progression for each year group within school. This feeds into and supplements the work that is done in Citizenship and PSHE. We see this work as an important way in which children can learn to express themselves, talk about their worries and concerns and generally become more rounded personalities.

### Forms of Curriculum Provision

PSHE and Citizenship cannot always be confined to specific timetabled time, but circle times are planned for each week. PSHE (like SMSC) is embedded throughout daily life at Exminster. We model positive relationships, self-image and communication skills with others in

all our day-to-day interactions, as well as teaching skills explicitly in Circle Time and in P.S.H.E. lesson

At Exminster Community Primary school PSHE is delivered within a whole school approach which includes:

- Discrete curriculum time. These will often take the form of Circle Times and will often use ideas found in the Seal curriculum.
- Teaching PSHE through and in other subjects/curriculum areas but science, RE and PE may have a particular role to play.
- Through PSHE and Citizenship activities and school events. Residential experiences, visits and special days in school, including 'Rainbow Days'.
- Through inviting visitors to school including Devon Child Assault Prevention Project (CAPP).
- Through pastoral care and guidance
- Some issues will be dealt with through Whole School and Key Stage assemblies.

Many different approaches will be used in these sessions they will include;

- Climate building and ground rules.
- Agenda setting.
- Working together.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle time
- School Council
- Drama and role-play.

### Assessment, Recording and Reporting

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, managing conflict, making decisions and promoting positive relationships.

### Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in Circle Times or other PSHE sessions. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers should use their skill and discretion in these situations and refer to the PSHE Co-ordinator if necessary.

### 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.

- Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.

### Inclusion at Exminster Primary School

When planning, teachers provide opportunities for all children to achieve including those

- With special educational needs
- Who are able and talented
- With disabilities
- From all social and cultural backgrounds

## **Sex and Relationships Education(SRE)**

High quality SRE helps create school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- SRE plays a vital part in meeting schools safeguarding obligations. Ofsted is clear that school must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act(2004) to promote their pupils wellbeing, and under the Education Act(1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education’s Paper The Importance of Teaching (2010) highlighted that ‘Children need high quality sex and relationships education so that they can make wise and informed choices.’

### Moral and Values Framework

The sex and relationships education programme will reflect the school’s overarching aims and demonstrate and encourage the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community.

### Equal Opportunities

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

### The sex and relationships programme will:

- Provide information that is relevant and appropriate to the age and developmental stage of the pupils
- Develop skills of assertiveness, communication and effective dialogue in relationships
- Encourage the exploration and clarification of values and attitudes
- Foster self-esteem, positive self- image and confidence
- Acknowledge there are different relationships

Topics and themes will be revisited from year to year taking account of the pupils' development and the spiral curriculum concept.

The content of the sex and relationships education programme including learning outcomes will use the Health for Life framework.

Topics will include:

- Feelings and relationships
- My healthy body
- Lifestyles and culture
- Growing up

### Organisation

Sex and relationships education will be co-ordinated by the deputy head and PSHE coordinator.

Delivery will be:

- As topics
- Through planned aspects of science
- Addressed occasionally in assembly time
- Addressed during Rainbow Days
- Through planned visits
- Through pastoral time
- Through group work
- Through Seal activities
- Through story time
- Through PSHE lessons

Active learning methods which will involve pupils' full participation will be used. Single sex groups will be used as and when deemed appropriate. Individual parents can view resources by contacting the PSHE co-ordinator.

### Legal Requirements

Under the 1993 Education Act pupils can be withdrawn by their parents from part of the sex education programme that is outside the compulsory element of sex and relationships education in the National Science curriculum. Parents wishing to exercise their rights are invited to contact the deputy head, class teacher or SRE coordinator directly

### Confidentiality

Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

### Teaching and Outside Agencies

At Exminster Primary School, SRE lessons will be taught by teachers. Outside agencies will sometimes be used to support and assist teachers in the development of the classroom based

work. On the occasions outside agencies may be involved in classroom based work, they will be required to work within the school's moral framework and the sessions will be run with a teacher present at all times.

## **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, Deputy Head teachers and Leadership Team.

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

- Exminster Primary School condones neither the misuse of drugs, tobacco and alcohol nor the illegal supply of these substances by members of the school.
- Exminster Primary School is committed to the health and safety of its members and will take action to safeguard their wellbeing.
- Exminster Primary School actively acknowledges its role in supporting and promoting healthy living and is part of the National Healthy Schools Standard Scheme. Through our ethos and practice we will teach and encourage children to recognise and make good choices.
- Exminster 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

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

### 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 Headship Team who will refer to the Serious Incident Report.

### Tobacco

The school operates a no smoking 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 Headship Team who will refer to the Serious Incident Report.

### 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 'sharps' 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 Deputy Head Teacher will inform parents and carers of any drug incidents. Provided this does not compromise the health and well-being of the child.

Signed.....Becky Mason (Chair of Teaching and Learning Committee)

Date Signed and Approved by Governing Body.....24/09/2015.....

Review date.....Sept 2018.....