



Wansdyke School

Personal, Social, Health and Education (PSHE), Citizenship (C), Sex and Relationships Education (SRE) and Drugs Education (DE) Policy

Date agreed: June 2018
Review Date: June 2019

Government Requirements for PSHE

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE it is considered by the Government unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while the Government believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, it is expected that schools use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools are asked to seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Purpose of policy

The purpose of this PSHE and C, SRE and DE policy is to give clear guidance on the management, organisation, content and delivery of PSHE and Citizenship curriculum, and to clarify statutory and legal requirements. The purpose of the SRE part of the policy is to set out the ways in which the school's provision for sex and relationships education supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life. Our Drug Education Programme is to here to give guidance on making informed choices about the uses and effects of drugs.

Key roles and responsibilities

There is a PSHE and C, SRE and DE Subject Leader, a governor responsible for PSHE and C, SRE and DE and the Headteacher is the Child Protection Officer. The Deputy Headteacher is the Deputy Child Protection Officer.

The role of the Subject leader

The role of the PSHE and C, SRE and DE subject Leader is to:

- Promote the subject throughout the school
- Ensure continuity and progress in the subject
- Be a good role model to staff
- Keep up with new developments
- Inform and train staff
- Audit resources
- Liaise with Senior Management team and Governors
- Be aware of the School Improvement Plan in relation to the subject

Rationale/key principles/values

Wansdyke School aims to:

- Equip its pupils with knowledge, understanding and skills to help them make responsible and well-informed decisions about their lives.
- To provide PSHE and C, SRE and DE programme to support and help our pupils through their physical, social, emotional and moral development.
- To adopt a whole school approach to Sex and Relationships Education in the curriculum, which fulfils the entitlement of every child to learning in this area

- To teach, in a way that is sensitive to the cultural backgrounds of all pupils, about relationships, love and care and the responsibilities of parenthood, as well as about sex and sexuality
- To provide appropriately for the distinctive needs of boys and girls in these aspects of their personal development
- Teach children names of parts of the body and explain how their body works.
- Prepare children for puberty.
- Teach children how to protect themselves and ask for help and support.
- Provide children with knowledge and information about illegal drugs and the harmful effects on peoples lives.
- Ensure that all children are taught about drugs in a consistent manner following guidelines that have been agreed by parents, governors and staff.

Aims/objective/purpose of the teaching

We believe that a programme of PSHE and C, SRE and DE will help pupils to:

- Lead confident healthy and responsible lives as individuals and active members of society.
- Develop skills such as communication, enquiry and participation.
- Gain practical knowledge of issues that they face as they mature.
- Show respect for diversity and differences between people, their values and opinion.
- Develop a sense of well-being, self-esteem and self-confidence.
- Be aware of their rights and responsibilities.
- Develop skills of reasoned and balanced decision making.

Content and delivery

Our PSHE and C, SRE and DE programme is based upon the Learn 4 Life Scheme of work, Living and Growing Programme and the National Curriculum. The SEAL Resources may also be used to support the Learn4Life. PSHE and C is mapped out using the Learn 4 Life scheme and this explicitly states what is taught for each year group from years 1-6. If there is a mixed year group then there is a cycle A and cycle B to avoid repetition. In the Foundation Stage the children's work is based upon objectives from the Early Learning Goals, particularly Personal, Social and Emotional Development and Knowledge and Understanding of the World.

For SRE there will be links with issues of peer pressure and other risk-taking behaviour such as drugs, smoking and alcohol. Work will also link to Science and other curricular and extra-curricular contexts.

In EYFS and Key Stage 1 children will explore the role of drugs as medicines and understand that all drugs can be harmful if not properly used. In Key Stage 2 children will look at the issue that misusing drugs carries risks and how that causes danger.

Modes of delivery

Each class teacher is responsible for delivering PSHE and C, SRE and DE to their class. PSHE and C on occasions can be taught within discrete circle time style sessions. Circle time is an opportunity for the class to discuss the whole school target, which we call 'personal Development'. Circle time also provides an opportunity to address any unforeseen class or school issues. PSHE should not just be taught discreetly in one session as the themes and any other issues should be discussed at other times during the school day as and when issues arise. PSHE and C will be taught in the classroom but also feature in whole school assemblies. The rolling programme directs the class teachers to the theme of the PSHE and C teaching and also directs them to the appropriate resources that are available. In some instances for SRE there will be provision for classroom arrangements for single-sex and/or mixed groupings.

Teaching and learning Styles and content

PSHE and C, SRE and DE is as much about skills and attitudes as it is about knowledge and understanding, therefore we encourage active learning in PSHE and C by:

- Setting the appropriate climate for learning, encouraging active participation and asking open-ended questions.
- Delivering PSHE and C, SRE and DE using a variety of active learning techniques including role-play and decision making.
- Delivering a curriculum appropriate to pupils' age, maturity and ability.

By using use the Learn 4 Life, SEAL, Living and Growing Programme and the National Curriculum to deliver lessons.

- The class teacher for the children will deliver the SRE curriculum and will adhere to the following guidelines for teaching this subject:
- Only the class teacher will deliver SRE as they will have the level of trust with the children.
- The teacher will only teach the content specified in term 6, for that year group and will not expand on it.
- Information in the DVD can be clarified but not expanded on.
- Literature provided to the children will be checked by the class teacher to ensure it does not give any information beyond that in the DVD.
- If the children want to know extra information regarding SRE, they will be encouraged to see their Class Teacher individually.
- If a teacher is unsure of the delivery of SRE they should seek the advice of the SRE Subject Leader or SLT.

Continuity and progression

The spiral nature of the curriculum and the structure of the scheme of work allow planning for continuity and progression between year groups. Each class will use differentiated PSHE and C, SRE and DE material appropriate to the age and ability of the children in the class.

SEN and Learning for All

All pupils will receive teaching appropriate to their needs. Pupils with learning difficulties may require additional support in their understanding of the physical and emotional aspects of growing up.

During certain parts of the PSHE and C curriculum the class may be taught separately to meet certain group's needs. For example the boys and the girls are taught separately for certain parts of Sex and Relationship Education.

Assessment

Judgments against the Learn4Life skills will be made through observations by the teacher and TAs.

Statutory requirements

Our statutory requirement for SRE is to follow the national guidance and legal requirements as set down in the Learning and Skills Act 2000 and the DfEE SRE Guidance 2000.

Managing drugs and drug related incidents

Medicines

The school has a procedure for administration of medicines that must be followed for everyone's safety.

Alcohol

No alcohol will be consumed during the course of a normal school day. Alcohol is not permitted on the school premises except at the discretion of the Headteacher (under license for an event). Parents and visitors thought to be under the influence of alcohol will be asked to leave the premises.

Tobacco

The school premises have always been a no smoking area. Pupils found in possession of matches, lighters or smoking material will have them confiscated.

Illegal drugs

No illegal drugs are allowed to be brought on-to, or used on the premises. To protect the health and safety of the school community regular checks will be made of the site.

Solvents

The school will ensure that potentially hazardous substances are stored safely and pupils will be supervised, if it is deemed necessary, when in contact with them (COSHH guidelines are followed)

Boundaries

The legal definition of premises of the school includes everything within the property boundaries including buildings, outbuildings, playgrounds, fields and also extends to other settings managed by/or for the school at the time of a school trip.

Pupils, staff and visitors to the premises are made aware of the school's drug policy. Our primary aim in managing drugs is the health and safety of the school community. The headteacher is responsible for coordinating drug related incidents, liaising with outside agencies and referring to the local and national guidelines for support if necessary. Parents/carers will be given the opportunity to be involved in reviewing our drugs policy and will be informed of drug related incidents.

Confidentiality

Teachers will respond if a child indicates that they have been victims of drug or sexual abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher is concerned then they will draw it to the attention of the Headteacher. The headteacher will deal with the matter in consultation with health care professionals (see Child Protection Policy). Unconditional promises of confidentiality will not be made to the pupils and this will be made clear to the pupil. The teacher needs to fulfill their professional responsibility to access specialist help in cases of serious threat to health, or where child protection issues arise.

The Government requirement to promote British values

In June 2014, the then secretary of state for education, Michael Gove, announced that schools would be required to promote British values from September 2014. The move followed concerns about a perceived promotion of strict Islamist values in some schools in Birmingham.

The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force on 29 September 2014.

The regulations state that to meet the standard for the SMSC development of pupils, the proprietor of the independent school/academy/free school must:

- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Ensure that principles are actively promoted which -
 - Enable pupils to develop their self-knowledge, self-esteem and self-confidence
 - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England

- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- Prevent the promotion of partisan political views in the teaching of any subject in the school; and
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. This should be:
 - While they are in attendance at the school
 - While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
 - In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the SMSC development of their pupils.

Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Page 6 of the guidance has examples of actions that schools can take. This includes:

- Ensuring that all pupils within the school have a voice that is listened to, and demonstrating how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths

Use of visitors

Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. Visits for example to places of worship, local government and business premises, sports centres, health centres, libraries, museums, environmental centres, places of natural beauty, galleries, theatres, etc. can greatly enrich the PSHE and C provision.

Children in Year 6 will be offered residential visits which also enhance the PSHE curriculum.

The school also receives support from the Fire brigade, the Police, and local politicians.

Parents/Carers

The parents are kept informed of the content of the PSHE and C in a number of different ways. This can include having parents' evenings to show parents the SRE DVD content and to discuss certain aspects of the curriculum.

We welcome the vital contribution the parents can make, most importantly by supporting their children at home. Any parent can approach the school for further help in matters related to the PSHE and C programme and their child. Initial contact should be through the pupil's class teacher or through the PSHE Leader.

The school recognises the right for parents to withdraw their child from all or part of the Sex and Relationship education provided at school, except those parts included in the statutory

National Curriculum. No pressure is put on the parents to change their mind, but the parents may wish to know more about the programme so the school will organise a meeting for parents prior to the start of the formal programme. Information will be given to parents within newsletters and letters when formal sex education will be taking place.

Wider school community

The learning environment extends beyond the classroom, and to be more effective our PSHE and C programme will reflect and be responsible to the needs of the local community. Agencies which support the community such as health, local government business and voluntary organisations have much to offer in helping to provide opportunities for pupil's personal and social development. We will take advantage of any appropriate training these agencies can give through planning a partnership together.

Staff Training and support

The PSHE subject leader is responsible for monitoring the training and support of staff in their planning and delivery of PSHE.

Monitoring

The PSHE policy will be disseminated to teachers through a staff meeting. The other non-teaching staff will be made aware of the policy by emailing it to them,

Related policies

Other policies that link into the PSHE policy include:

- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- Health and Safety Policy
- Safeguarding Policy
- Vision statement
- Mission statement
- Equality and equal opportunities policy

Signed: 

Chair of Governors