

HIGHFIELD PRIMARY

Personal, Social and Health Education Policy

Including Relationship Education and Drug Awareness Policies

Members of Staff Responsible for monitoring this policy – Headteacher, Curriculum TLR, PSHE and Science subject leaders, Teaching, Learning and Pupil Support Governing Body Sub Committee.

Review Date: Every two years by Teaching, Learning and Pupil Support Sub Committee

The Policy is made available to parents on request and is available on the school website.

A - RATIONALE

What is Personal, Social and Health Education?

‘**Personal, Social and Health Education** comprises of all aspects of the school’s planned provision to promote children’s personal and social development, including health and well-being.’ (*Preparing Young People for Adult Life – DfEE 1993*).

At Highfield we recognise that although PSHE is intrinsic to the school ethos and approach, children need to acquire and develop specific knowledge, skills and attitudes at certain stages. Therefore we also have in place a planned programme of provision.

It is about developing self-awareness, positive self esteem and confidence to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society make the most of their own and others’ abilities

The contribution of PSHE in the primary years

At Highfield we recognise that we have a responsibility to help children to meet the challenges of life by;

- helping them to understand and value themselves;
- being optimistic about the future and life’s possibilities

developing the positive self esteem and confidence in order to take increasing control of and responsibility for their lives and play an active part in their communities

The **aim** of **PSHE** is to give pupils the necessary knowledge, skills and attitudes to lead confident, healthy and independent lives and to become active, and responsible citizens.

Objectives

- to show increasing responsibility for themselves and others
- to develop self awareness, positive self esteem and confidence so they can make the most of their abilities
- to develop a healthy lifestyle
- to learn how to keep themselves and others safe
- to give opportunities to reflect on experiences and understand how they are developing personally and socially

- to tackle spiritual, moral, social and cultural issues connected with growing up
- to help pupils understand and allow them to exercise their duties, rights and responsibilities as individuals and members of a community
- to promote understanding and respect for diversity
- to develop the skills to form effective and fulfilling relationships

Drug Education

‘Drug education is about far more than the physiological effects of drugs, it is about giving pupils the opportunity to develop knowledge, skills and attitudes to allow them to resist drug misuse through addressing the legal and moral impact of drugs as well as the health considerations.’ (*Protecting Young people DfEE 1998*)

At Highfield we believe that drug education should be integral to PSHE where pupils are not only given information but opportunities to develop self-esteem, assertiveness and responsibility for oneself and others i.e. all the life skills which contribute to the overall health and well being of an individual.

The contribution of drug education in the primary years

Children can become aware of drug related issues from an early age. They receive information (explicitly and implicitly) from family, peers, the media and the general values and attitudes they encounter in society.

The upper primary years and early secondary years are a time when pupils may begin to experiment with tobacco, usually in the form of cigarettes. This can lead to occasional smoking, which can then lead to regular smoking, addiction and eventually associated health problems.

Children in the upper primary years also tend to become increasingly aware and curious about alcohol and its effects. They may begin experimenting with drinks at home and parents and other adults may allow them to begin tasting them. It is important that children are aware that misuse of alcohol can lead to health and social costs.

The **advantages of school based drug education** are that:

- it provides a structured programme where pupils can develop their knowledge and understanding of substance misuse and the issues that surround this area
- it provides opportunities for pupils to develop and practise skills that allow them to make health-promoting choices and to cope with situations where they may be at risk

The **aim** of school based **drug** education is to enable pupils to make healthy informed choices.

Objectives

- to promote an awareness that medical drugs have beneficial medical uses
- to provide opportunities for pupils to acquire knowledge and understanding about drugs, the dangers of drug/substance misuse
- to equip pupils with the knowledge, attitudes and skills they need to avoid the misuse of drugs
- to minimise the number of young people who engage in drug misuse by developing the children’s skills to enable them to live in and cope with a drug orientated society
- to enhance young people's decision-making skills more generally, using drug education as a vehicle

Relationship Education

From September 2020, All primary schools (maintained, academies or independent) will be required to provide relationships education (and will retain their current choice to teach age-appropriate sex education).

The national curriculum for science is compulsory and includes subject content in areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Sex Education in Primary schools is not compulsory. Our Relationships programme in Year six does not include the sexual reproduction of humans.

We believe that relationship education is a developmental process beginning in the early years of primary school and following the young person's career. It is not just about basic factual information, but about helping young people to examine their own and others' attitudes and values and to make informed decisions. We also believe that it should be presented within the context of family life and loving relationships.

The contribution of Relationship Education in the primary years

We believe that children need to be prepared for the changes they will encounter as they grow up. It is important that pupils are given the right kind of information and skills at the right time so that they are best able to cope with changes as they occur. Relationship education should be a continual process beginning in the early years and built upon in subsequent years. The concept of growth and change and the responsibilities that come with it should be part of the child's natural ongoing education.

The **advantages of school based Relationship education** are that:

- it can provide a structured programme matched to the age and stage of development of pupils
 - by providing accurate information it can combat ignorance and fear and clarify existing knowledge
 - it can provide opportunities to explore feelings, emotions and attitudes in a safe non-threatening situation
 - by providing opportunities to exchange ideas, it can promote respect and understanding of others
 - the sharing of ideas can contribute to the development of values and a personal sense of morality
 - it can tackle issues in a routine and sensitive manner so children feel comfortable when exploring attitudes towards sexuality
 - it can develop the skills needed to manage relationships positively
- it can enable pupils to protect themselves and ask for support and help

The **aim** of school based **relationship** education is to prepare pupils for the physical and mental changes that take place as they grow up.

Objectives

- to help pupils appreciate the value of family life and stable, loving relationships
- to provide accurate information and challenge misconceptions
- to clarify values and attitudes and recognise external pressures
- to promote informed decision making and responsible behaviour
- to learn and understand physical and emotional development at appropriate stages
- to develop an awareness of responsibility in respect of self and others

- to manage their own emotions and to encourage sensitivity towards the feelings of others
- to help pupils develop a sense of personal morality
- to develop the skills required to manage good relationships at all levels
- to learn the value of respect, love and care
- learn how to avoid and not initiate exploitation and abuse e.g. bullying
- learn how to cope with the loss and the end of relationships

B - CONTENT AND ORGANISATION OF THE PROGRAMME

PSHE is central to the school's ethos and is integrated into all aspects of curriculum and school life. The ways in which we provide PSHE are as follows:

- discreet curriculum time
- integration with other curriculum areas
- Collective Worship
- Sharing Assemblies
- certificates and rewards
- school visits and residentials
- School Council
- playtime improvement projects
- monitoring responsibilities
- Positive Behaviour Approach / discipline policy
- school events and activities
- fundraising for charitable organisations
- development and care of school grounds
- extra-curricular clubs
- healthy schools award
- through other related policies (SEND, Equalities, Behaviour and Anti-bullying, Child Protection, Health and Safety)

The school has a comprehensive Scheme of Work for Personal Social and Health Education. Long term plans are published on the school website and are supported by medium term lesson plans.

PSHE consists of knowledge and skills

PSHE Knowledge	PSHE Skills
Knowledge Social, health economic wellbeing Terms and vocabulary Drug awareness Identity Mental Health Online safety Relationship education	Assessing risk Making decisions/choices Expressing emotions Showing empathy and tolerance

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Mental health and emotional wellbeing Feelings MIND MATE	Mental health and emotional wellbeing Friendship MIND MATE	Mental health and emotional wellbeing Strengths and challenges MIND MATE	Mental health and emotional wellbeing Dealing with feelings MIND MATE	Mental health and emotional wellbeing Dealing with feelings MIND MATE	Mental health and emotional wellbeing MIND MATE

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Autumn 2	Keeping safe and managing risk Feeling safe	Keeping safe and managing risk Indoors and outdoors	Keeping safe and managing risk Bullying – see it, say it, stop it	Keeping safe and managing risk Playing safe	Keeping safe and managing risk When things go wrong	Keeping safe and managing risk Keeping safe - out and about
Spring 1	Identity, society and equality Me and others	Relationship education Boys and girls, families	Identity, society and equality Celebrating difference	Identity, society and equality Democracy	Identity, society and equality Stereotypes, discrimination and prejudice	Identity, society and equality Human rights
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies	Drug, alcohol and tobacco education Medicines and me	Drug, alcohol and tobacco education Tobacco is a drug	Drug, alcohol and tobacco education Making choices	Drug, alcohol and tobacco education Different influences	Drug, alcohol and tobacco education Weighing up risk
Summer 1	Careers, financial capability and economic wellbeing My money	Mental health and emotional wellbeing Friendship	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Careers, financial capability and economic wellbeing Borrowing and earning money	Physical health and wellbeing In the media	Mental health and emotional wellbeing Healthy minds
Summer 2	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Physical health and wellbeing What helps me choose?	Physical health and wellbeing What is important to me?	Relationship education Growing up and changing	Relationship education Growing up and changing

Who will deliver the PSHE Education Programme?

The teacher needs to be able to utilise the good relationships within the class and foster an atmosphere of trust and respect where issues can be discussed without embarrassment.

All teachers within the school will deliver aspects of PSHE and outside visitors will only be used to supplement the programme. It is preferable that the programme is delivered in a team teaching situation where members of staff involved know the children well.

Ground Rules

As part of the PSHE programme the teacher should work with the class to establish and reinforce a set of agreed ground rules.

These may include:

- no one (teacher or pupil) will have to answer a personal question e.g. the right to say pass during circle time
- no put downs allowed
- listen when other people speak
- only the correct names for body parts will be used
- Questions will be asked via a “question box” during more sensitive units e.g. drugs

Special Educational Needs

Appropriate support and differentiation will be provided on an individual basis. Consultation with parents will also be considered on an individual basis for children with SEND.

All staff including Teaching Assistants should follow the school’s PSHE policy when working with children with SEND.

Equal Opportunity Issues

LEGAL DUTIES

We adhere to the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Equalities Act 2010.

C - WORKING WITH THE WIDER COMMUNITY AND THE ROLE OF VISITING SPEAKERS

We value the contribution and support that can be gained from working with outside agencies from the local community including:

- the local fire service
- the local police service
- local health and social services
- charitable organisations and action groups
- theatre workshop groups

A member of staff should always be present when the visitor is in contact with pupils.

D - HANDLING SENSITIVE AND CONTROVERSIAL ISSUES AND CONFIDENTIALITY

There will be occasions when teachers have to exercise their discretion and judgement about how best to deal with issues and questions raised by pupils. It may be inappropriate to deal with these issues with the whole class. For this reason ground rules and strategies such as question boxes may be used to structure question and answer sessions.

It is the teacher who is the best judge of the individuals in her/his class and who is best able to interpret the motives for some questions. The appropriateness of answering the question needs to be judged against the maturity levels of the class as a whole.

If a question is asked which the teacher feels uncomfortable about answering in front of the class, or even at all, it should be explained to the pupil that the question is not being dismissed but will be dealt with on an individual basis later. In these circumstances where there is a risk the teacher may be compromised, another member

of staff should accompany the teacher. Depending on the nature of the question that teacher may wish to seek further support / advice / guidance from the headteacher. In certain circumstances the teacher may discuss the child's concerns first with the parents, to see how they would like the matter to be handled. Where the parents wish them to do so it may be appropriate to respond individually to the child's question. Teaching Assistants should refer any questions that are not directly related to the content of the session back to the class teacher.

In exceptional circumstances, where the teacher has reason to believe that a child may be 'at risk', the matter should be referred to the named person for Child Protection and follow the school's child protection procedures.

If in doubt the teacher must always seek the advice of the PSHE co-ordinator or Headteacher.

Pupils troubled by any issues raised will be provided with appropriate support / advice / counselling as necessary.

Confidentiality

- Information of a confidential nature should be passed on only to those 'who need to know'. The Headteacher must be informed in all circumstances.
- Staff members must not offer pupils or their parents / carers unconditional confidentiality.
- Information about behaviour likely to cause harm to the pupil must be passed to the appropriate agency.
- Teachers must make it clear to pupils that most information can be kept confidential but some may need to be passed on in the best interests of the pupil. However the pupils will know when this is to happen, what will be done with the information and who will have access to it.
- In the case of illegal activity, e.g. drug related incidents, action should be taken in the best interest of the pupil.
- Where outside agencies are working to support the PSHE programme, they must be made aware of and abide by the school's confidentiality policy.
- There are some professionals who are bound by their own professional codes of confidentiality e.g. the school nurse.

E - WORKING WITH PARENTS/CARERS INCLUDING THE RIGHT TO WITHDRAW

Parents/Carers of children in Year 5 and 6 are invited to an information evening in the summer term each year. They are given the opportunity to find out about the content and delivery of the relationship education programme, ways in which they can talk to and support their children and how to link this to what is being taught at school. Parents are also given the opportunity to view the teaching materials to be used.

Parents have the right to withdraw their child from any part of a relationships programme which is not statutory. However Highfield only delivers the statutory relationships programme and science programme of study.

APPENDIX 1 **MANAGEMENT OF DRUG RELATED INCIDENTS ON THE SCHOOL PREMISES**

Signs of Misuse

Teachers and non-teaching staff must be alert to the signs that may indicate that a pupil is misusing drugs / substances. Where a pupil is suspected of or identified as misusing drugs / substances, the member of staff involved should immediately inform the Headteacher and the named person for Child Protection who will then follow procedures as laid down in the Child Protection Policy.

Health and Safety of Pupils and Staff

All members of staff including teachers and non-teaching staff should be aware of the signs that the school grounds may be used after school hours for substance misuse (e.g. discarded needles and syringes, aerosols, empty cans and bottles etc.).

The Headteacher and caretaker should be informed immediately of any signs of substance misuse. The caretaker will then follow the Health and Safety guidelines for the safe and secure disposal of dangerous materials. The Headteacher will immediately inform the police.

Pastoral Care and Support for Pupils at Risk

Where a pupil is identified with substance misuse, or as being at particular risk, the school will make arrangements for the pupil to have access to professional support and advice including that from health and social services if necessary.

Where a pupil discloses information relating to substance misuse or seeks the advice of a member of staff, the member of staff involved must follow the policy on confidentiality and make it clear to the pupil that confidentiality cannot be guaranteed due to the seriousness of substance misuse, but should reassure the pupil that the incident will be dealt with sensitively.

Arrangements should be made for the pupil to receive appropriate support / counselling / advice.

Dealing with Illegal Drugs

If illegal drugs are found on a pupil or on the premises, the member of staff should take immediate possession of the substance and inform the Headteacher. The substance should then be kept in a secure place and the child's parents and local police will be immediately informed.

A member of staff is able to search a child's bag if he / she has reasonable cause to suspect that it may contain illegal or dangerous items including drugs. Where a pupil is suspected of hiding illegal substances on their person, the member of staff should encourage the pupil to voluntarily hand over the substance. If the pupil refuses the child's parents and/or police should be called. The member of staff should not search the pupil under any circumstances.

In certain circumstances the police may wish to interview the child on school premises the Headteacher must first give agreement and immediately inform the child's parents. The procedures for detention, treatment and questioning of young people as outlined in the Police and Criminal Evidence Act 1984, must be observed when children are interviewed on school premises.

Where a member of staff is told about possible criminal activity outside school premises, the Headteacher should be immediately informed who will then contact the local police in the interest of health and safety of young people in the local area. This would not only include information about the supply of illegal drugs but evidence that a local shopkeeper was selling cigarettes, alcohol or solvents to persons in contravention of the law.

Discipline

The Headteacher has responsibility for deciding how to respond to particular incidents.

The school is committed to tackling substance misuse amongst young people and any instances of possession, use and supply of substances both legal and illegal will be regarded with the utmost seriousness.

At all stages the school must ensure that the pupil has access to professional support and advice including that from health and social services.

APPENDIX 2 – THE USE AND SALE OF TOBACCO AND ALCOHOL ON THE SCHOOL PREMISES

We acknowledge that pupils are influenced by the school environment and teacher's and other adults' behaviour.

Tobacco

Highfield has a smoke-free policy and smoking is prohibited on the premises - buildings and grounds at all times. The smoking policy applies to all visitors including parents, suppliers, supply staff and repair people. Visitors are informed/reminded of the policy as necessary.

Alcohol

The only time that alcohol is available on the school premises is at social events outside school hours.