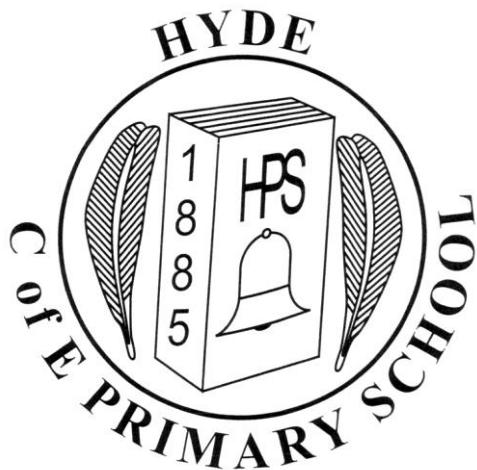


# **HYDE C. E. PRIMARY SCHOOL**



## **P.S.H.E. and CITIZENSHIP POLICY (INCLUDING SEX AND RELATIONSHIPS EDUCATION, DRUGS EDUCATION AND RESPONDING TO DRUGS RELATED INCIDENTS)**

<b>Endorsed by Governing Body: 29<sup>th</sup> January 2018</b>	<b>Review Date: January 2020</b>
<b>Headteacher: Julie Dalziell</b>	<b>Signature of Headteacher:</b> <i>J. Dalziell</i>
<b>Chair of Governors: Rob Shadbolt</b>	<b>Signature of Chair of Governors:</b> <i>R. Shadbolt</i>

# **HYDE C. E. PRIMARY SCHOOL**

## **P.S.H.E. AND CITIZENSHIP POLICY**

### **RATIONALE**

At Hyde CE Primary School we believe that Personal, Social and Health Education (PSHE) and Citizenship, enable children to become healthy, independent and responsible members of a multicultural society by promoting their spiritual, moral, social, cultural, physical and emotional development. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing they learn to recognise their own self worth, work well with others and become increasingly responsible for their own learning. They reflect on their own experiences and understand how they are developing personally and socially.

We fully recognise our responsibility to protect our children from the risks of extremism and radicalisation and have due regard to the need to prevent people from being drawn into terrorism. We encourage children to share their views and recognise that they are entitled to have their own different beliefs which should not be used adversely to influence others.

### **AIMS**

We aim to develop children's

- self confidence and self esteem
- sensitivity and respect for others regardless of gender, race, sexuality, disability and culture
- understanding of what makes for good relationships with others
- knowledge and understanding of what constitutes a healthy lifestyle
- awareness of safety issues
- ability to make informed choices regarding personal and social issues
- ability to be independent and responsible members of the school and
- ability to participate in society as active citizens
- understanding of British values and how these help them to participate in society as responsible and active citizens

### **PRACTICE**

All teachers are responsible for the planning, teaching and assessment of PSHE and Citizenship with their own classes.

#### i) TEACHING and LEARNING

We teach PSHE and Citizenship in a variety of ways and using a range of teaching and learning styles. At Hyde School, teaching and learning in PSHE and Citizenship will ensure that all children will develop their knowledge, skills and understanding by:

- taking and sharing responsibility
- participating in discussions
- making real choices and decisions
- meeting and talking with people beyond the school community
- developing relationships through work and play
- considering social and moral dilemmas in everyday life
- finding information and advice
- developing the confidence to cope with change
- asking for help

- feeling good about themselves and
- respecting the values of others, showing tolerance and embracing diversity

## ii) PLANNED PROVISION

To ensure breadth, balance, continuity and progression for each child in order to achieve their entitlement, the following provision will be planned:

- designated time for the teaching of a planned programme of PSHE and Citizenship
- specific opportunities in other curriculum areas e.g. Physical Education, Science, Religious Education, Circle Time, Philosophy for Children, (P4C).
- enrichment through experiences beyond the classroom e.g. Collective Worship, residential and day visits, School Council
- involvement of visitors such as Police Liaison Officer, Fire Challenge Crew

## **MONITORING, EVALUATING AND REVIEWING**

The Headteacher is responsible for monitoring planning, the standards of children's work and the quality of teaching. Through these activities she will evaluate the effectiveness of our PSHE and Citizenship policy and planned curriculum.

The Governors' School Improvement Committee will review the policy every two, taking into account the view of staff, pupils, parents and Governors, together with the outcomes of the Headteacher's evaluation.

## **KEY POINTS**

### i) STAFF DEVELOPMENT

Staff training and INSET will provide planned opportunities for professional and personal development.

### ii) PARENTS

Parents will be included in consultations through the school's weekly newsletter and through Parent Governor representatives on the School Improvement Committee.

Our PSHE and Citizenship Policy reinforces our commitment to working in partnership with parents.

### iii) VISITORS TO SCHOOL

All visitors invited into school to support our PSHE and Citizenship programme will work alongside teachers. Teachers will be responsible for children's behaviour.

Any visitor who may be working without a teacher present will be required to undergo a DBS check.

## **STATUTORY REQUIREMENTS**

All schools are required by law to have a policy for Sex and Relationships Education and expected by the DFES and OFSTED to have clear policies on Drugs Education and Responding to Drugs Related Incidents. These can be found in Appendices (i) and (ii).

## **Appendix (i)**

### **SEX AND RELATIONSHIPS EDUCATION POLICY**

The Governors have decided that Sex and Relationships Education, (hereafter SRE), will be taught at Hyde C.E. Primary School.

We have based our school's SRE policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000).

SRE will be taught through PSHE and Citizenship, and Science. Each term we provide parents with information about what their children will be covering in various curriculum areas. In this way, we consult with parents on the content of our SRE programme. We give parents the opportunity to view the resources we use with the children and will inform them of the dates of their use. We recognise that parents have the right to withdraw their children from the elements of SRE which are **not** part of the statutory Science National Curriculum. If parents wish to withdraw their child from SRE then they must discuss their intention to do so with the Headteacher.

#### **PRACTICE**

##### **i) TEACHING AND LEARNING**

All teachers are responsible for the planning, teaching and assessment of Sex and Relationships Education within their own classes. SRE will usually be taught in class groups by the class teacher. Where appropriate, health professionals such as the school nurse may be asked to work with children on certain elements of our SRE programme. Parents will be made aware of this involvement of the wider community.

##### **Ground Rules**

- No one – teacher or pupil - will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way.

##### **Dealing With Questions**

- Questions will be answered sensitively and in a way which is appropriate to the age and maturity of the children being taught.
- If a teacher feels that a question is inappropriate for the whole class s/he should acknowledge it and promise to attend to it later on an individual basis.
- If a teacher is concerned that a pupil is at risk of sexual abuse they should follow the procedures set out in our Child Protection Policy.

##### **ii) PLANNED PROVISION**

During Key Stages 1 and 2 the children will be given opportunities to develop the following knowledge, understanding and skills:

##### **Key Stage1**

###### **PSHE**

- Share their opinions on things that matter to them and explain their views.
- Recognise name and deal with their feelings in a positive way.

- Think about themselves, learn from their experiences and recognise what they are good at.
- Make simple choices that improve their health and well-being.
- Maintain personal hygiene and learn how some diseases spread and can be controlled e.g. washing hands, using a handkerchief.
- Recognise how their behaviour affects other people
- Listen to other people, play and work co-operatively
- Identify and respect the differences and similarities between people.

## SCIENCE

- That animals including humans, move, feed, grow and use their senses and reproduce.
- Recognise and compare the main external parts of the bodies of humans
- That humans and other animals can reproduce offspring and that these grow into adults.
- Recognise similarities and differences between themselves and others and treat others with sensitivity.

## Key Stage 2

### PSHE

- Talk and write about their opinions and explain their views on issues that affect themselves and society.
- Recognise their value as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
- Face new challenges positively, seeking help making responsible choices and taking appropriate action.
- Recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- Behave responsibly and judge what kind of physical contact is acceptable and unacceptable.
- Recognise that their actions affect themselves and others, care about other people's feelings and try to see things from their point of view.
- Be aware of the different types of relationship, including marriage and those between friends and families and to develop the skills to be effective in relationships.
- Understand where individuals, families and groups can get help and support.

## SCIENCE

- Know that the life processes common to humans and other animals include nutrition, growth and reproduction.
- Know about the main stages of the human life cycle.

### iii) CONFIDENTIALITY

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

Any concerns or disclosures about a child being abused cannot be kept confidential and must be reported to the Headteacher as Designated Safeguarding Lead, (DSL). Children must be told that any information they share cannot be kept confidential.

## **Appendix (ii)**

# **DRUGS EDUCATION AND MANAGING DRUG RELATED INCIDENTS**

### **Definition**

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way our body works.

This policy covers a range of drugs including medicines, tobacco, alcohol, solvents and illegal drugs

### **Rationale**

At Hyde C.E. Primary School, we are committed to the health and safety of everyone here and will work together with parents and the local community to enable our children to make healthy, informed choices and discourage the misuse of drugs.

Drugs are a reality in young people's lives and our school shares the responsibility, together with parents and the community, to educate pupils about the risks and consequences of drug use and misuse and to encourage them to make healthy, informed choices by:

- increasing their knowledge,
- challenging their attitudes and
- enabling them to practise their decision-making skills.

### **Aims**

We aim to:

- enable children to become accurately informed about the effects, good or bad, of drugs on health and to make healthy, informed choices,
- enable children to discuss the risks and legal aspects of drug taking and
- give children the opportunity to develop their abilities to communicate their concerns and take responsible decisions.

We believe that drug education should begin at least two to three years before the likely age of experimentation:

- Children aged 5-7 should be introduced to ideas about how to keep healthy and the role of drugs as medicines.
- Children aged 7-11 should be introduced to the fact that while all medicines are drugs, not all drugs are medicines. They should begin to be aware of the harmful effects on health of abuse of tobacco, alcohol and other drugs.

### **Teaching Guidelines**

All children will follow an integrated drug education programme which is responsive to their needs and relevant to their age, experience and maturity. It will be delivered through the existing curricula for Science and Personal, Social Health Education and Citizenship, (PSHE&C).

Our drug education programme will provide opportunities for children to:

- explore attitudes and values around drug misuse,
  - practise decision making skills,
  - become aware of peer pressure and learn strategies for dealing with it,
  - develop assertiveness skills,
  - consider the consequences of risk taking,
- 
- learn how to access sources of help and information,

- understand the benefits of a healthy lifestyle and
- evaluate media messages on drug use.

Outside agencies may be involved in the planning and teaching of our drug education programme and will be asked to adhere to our school policy.

## **Medicines In School**

Certain medicines are allowed into school. If a child is on long or short term medication, a form of consent for the administration of this medicine by a member of staff is needed. (*See Health and Safety Policy and Supporting Children with Medical Conditions Policy*).

## **Managing Drugs Related Incidents In School**

‘In school’ is taken to mean on school premises, including buildings and grounds. It also applies to off-site activities, visits and school trips. It also relates to the use of the premises and grounds beyond the school day.

All incidents or concerns will be logged by the Headteacher or her representative. Parents will be informed, (unless linked to an abuse case), and provision made for any outside professional help such as police officers or health professionals.

Where illegal substances are involved, these outside agencies will automatically be informed.

If a pupil voluntarily discloses information about drug misuse, it is important to:

- not over react
- listen to the pupil’s point of view and
- not jump to conclusions.

*Confidentiality should not be guaranteed* as other staff or the police may have to be informed.

## **Hearsay**

Drug use is often discovered through hearsay. This should be passed onto the Headteacher who will record the matter as hearsay evidence. This will enable a record to be compiled of teachers’ concerns and where necessary, help and support offered to the child concerned. Where hearsay evidence is not supported through further reports or incidents for one calendar year, the evidence will be removed from the records.

## **Suspicious Behaviour**

Behaviour which could indicate involvement with drugs should also be logged so that patterns of behaviour can be observed and concerns acted upon where necessary.

## **Finding Substances**

If a harmful, illegal substance is discovered, it should be removed to a place of safe keeping in the presence of a witness from the teaching staff. If the substance is known or suspected to be illegal, the police will be informed.

If substance is found on a pupil, the above procedure will be followed and the incident recorded including:

- the date and time of the find or retrieval
- the size and appearance of the substance
- the names of those concerned
- the action taken

If any equipment associated with drug misuse is discovered the items should be handled with care. The incident will be recorded and in the case of items such as needles and syringes, they should be placed in a

secure and rigid container for collection by the appropriate person. If these are found on a pupil, the parents will be informed.

### **Searching**

Storage areas within the school grounds are the property of the school and the Headteacher or her representative may authorise a search of these if there is reasonable suspicion. The search must be carried out in the presence of a witness and the named pupil if this applies. Staff should not search a pupil's property or person but should try to persuade the pupil to voluntarily produce the substance by asking him/her to turn out his/her pockets or bag. If it absolutely necessary to search a pupil, a police officer will be required and parents must be informed as soon as possible. The police officer will only be able to carry out a search if there are reasonable grounds to suspect the pupil is in possession of an illegal substance.

### **Finding Drug Misuse**

If a pupil is found in possession of tobacco, alcohol, glue, solvents or prescribed or over the counter medicines, parents will be informed and appropriate steps taken.

In an emergency arising from an incident involving misuse, the well-being of the pupil is paramount. In all instances:

- separate the child from the rest of the group
- decide and implement the next best step in term's of the child's welfare
- inform parents.

### **Supplying Illegal Substances**

It is an offence to produce or supply any controlled drug on school premise. The police will be involved in such circumstances.

### **Returning Articles Which Have Been Confiscated**

Articles confiscated but not required by the police must be returned to parents. They will be informed in writing within 24hours of articles being confiscated and an explanation given as to why it is appropriate to return the articles to the child. It will be made clear that there is a time limit of one week for the items to be recovered or they will be disposed of by the school.

### **Staff Development**

All staff need to:

- understand and support the rationale and aims of drug education
- be aware of the legal implications and their responsibilities

This policy has been written with regard to Hampshire County Council's 'Drugs Matters Guidelines.'