

# PHSE Policy

## Meir Heath Academy



**Approved by:**

Mrs M Southern

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18<sup>th</sup> October 2017

**Next review due by:**  
September 2018

School Name: Meir Heath Academy

Policy Review Date: September 2018

	Member of staff responsible	Governor	Senior member of staff
PSHE Education	H. Hands	Sam Brian	H. Hands
SRE	H. Hands	Sam Brian	H. Hands
Drug Education	H. Hands	Sam Brian	H. Hands

## Context

Meir Heath is an above average sized 2 form entry primary school (YR to Y6) in Staffordshire on the boundary with Stoke-on-Trent, attracting more pupils from Stoke-on-Trent based upon the school's family atmosphere, strong ethos and good reputation. The vast majority of pupils are from white British families and only \* pupils from other ethnic backgrounds have English as an additional language. The percentage of families eligible for free school meals is well below average at \*. The percentage of pupils with SEN is \* which is well below the national average. The percentage of pupils who come from high social class households is below national average.

## The Developmental Process

The policy has been drawn up in consultation with:

Curriculum leader (PSHE) – H. Hands  
Key Governor – Sam Brian  
Child protection officers – M. Southern, S. Podmore, P. Lowe  
Curriculum leader (Science) – R. Oakes  
Curriculum leader (P.E.) – M. Wilkinson  
School Nurse – Alex Kennaugh

Other relevant school policies are:

Safeguarding  
Confidentiality  
Behaviour  
Inclusion  
Food  
Anti Bullying  
Health and Safety  
No Smoking.

## Aims for PSHEE

Personal, Social, Health and Economic Education (PSHE) aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHEE covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning and personal finance.

PSHEE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

### School environment:

The safety and wellbeing of our children is considered of paramount importance and all staff receive up-to-date training in Safeguarding.

All learning is planned for and delivered to ensure that pupils build positive relationships with school staff and one-another - relationships and the ethos have been developed to support the aims of PSHEE.

## Curriculum Organisation

PSHEE will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- The school scheme of work for PHSEE was reviewed in 2011 following extensive research and staff consultation/training.
- All year groups plan for a discreet PHSEE lesson weekly
- Staff INSET (Jan '13) focussing upon SRE emphasised the need for Key Skills from PHSEE to be highlighted across the curriculum
- A biannual questionnaire, delivered in liaison with our school council representatives, ensures that the pupil voice is heard linked with their understanding of PHSE and safeguarding.
- A variety of key people support the schools provision for PHSEE including ancillary staff and lunchtime supervisors who have received training about positive discipline.

PSHEE is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHEE has an equal priority with other learning.

## Teaching and Learning

PSHEE is delivered in line with the school's teaching and learning policy. As PSHEE perhaps more than any other subject, works within the real life experiences of children and young people it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions, role play and theatre in education

- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children and young people sensitively
- Building on children and young people's knowledge and experiences
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- Providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge
- Allowing time for children and young people to reflect and consolidate their learning
- Having high expectations of children and young people's achievement and behaviour
- Providing differentiated learning opportunities for children and young people with special educational needs
- Using a variety of groupings, including single sex, where appropriate.

## **Curriculum Content**

The PSHEE programme has been developed using identified children and young people's needs and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHEE is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

Details of the programmes of work including resources are given in Appendix 3. (Attach scheme of work as appendices).

## **Resources**

Resources, which support this area of the curriculum, will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHEE. Overall responsibility for PSHEE resources is held by the co-ordinator. In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

## **Assessment, Recording and Reporting**

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children and young people's self awareness and self esteem.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the school's assessment policy.

The reporting of individual achievement and progress will include skill development and values and attitudes as well as knowledge and understanding. Progress in these areas will be reported through written reports to parents.

## **Monitoring and Evaluation**

There will be ongoing evaluation and monitoring of the programme for PSHEE by Senior Management and the co-ordinator. Monitoring will take place in accordance with the school's monitoring cycle.

Monitoring includes:

- checking teacher planning to ensure that whole school PSHEE objectives are met
- Informally monitoring teaching to ensure that the standards of teaching and learning expected are achieved and that there are adequate resources
- Reviewing the PHSEE Scheme of Work (biannually) in consultation with staff, pupils, parents, governors and external agencies.

## **External Agencies**

The school leads the programme but outside visitors have a role. The school's visitor policy will be followed.

## **Safeguarding**

Teachers and other adults involved in PSHEE will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is available from the school's designated teachers for safeguarding who are the Head Teacher - Mrs. J. Luke, Mrs. S. Podmore and Mrs. P. Lowe.

Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

## **Confidentiality**

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. school nurse/health adviser
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

## **Pastoral Support**

As part of the school pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable.

Additional support includes:

- Additional support available for more vulnerable pupils who may find different times within the school day challenging, e.g. nurture groups at lunchtime
- Arrangements for pastoral support programmes including support agencies, e.g. SENSS

Our school seeks to work in partnership with parents and carers to provide effective PSHEE and support for children and young people. The school's PSHEE programme endeavours to complement and support parent's and carer's roles.

This is done by:

- parents/carers meetings
- parents/carers information evenings
- curriculum handbook
- prospectus
- liaising with external agencies (if needed)

### **Continuing Professional Development of Staff**

Staff have received appropriate training.

H. Hands - QLS one day course – “**Effective Sex and Relationship Education in the Primary School**” – 22/11/2012  
All teaching staff – staff inset about “**Developing SRE Provision**” – 16/11/2013

### **Communication/Dissemination of the Policy**

The policy will be disseminated in the following ways:

This policy document is freely available on request to the entire school community. The policy is referred to in the school prospectus. It is referred to in relevant areas of the curriculum. A copy of the policy can be found in the staff handbook and school website.

## **Sex and Relationships Education (SRE) - Appendix 1**

### **Rationale**

Effective sex and relationship education is essential if children and young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in PSHE education.

Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects.

**All** schools are required to have a policy about Sex and Relationships Education

### **Aim**

To give children and young people the opportunity to learn about:

- physical, moral and emotional development.

- the importance of marriage for family life, stable and loving relationships, respect, love and care.
- sex, sexuality and sexual health.

## Objectives

SRE has three main elements:

### 1. 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; (secondary schools)
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; (secondary schools)
- learning how to avoid unplanned pregnancies. (secondary schools)

### 2. 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; and learning how to recognise and avoid exploitation and abuse.

### 3. 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; and
- developing critical thinking as part of decision-making.

Taken from 'Sex and Relationships Education Guidance', DfEE 2000.

## Curriculum Content

See Appendix 3 for details of the scheme of work

## Responding to Sensitive Issues

There are guidelines for all staff on handling sensitive and controversial issues.

School guidelines for handling sensitive issues:

- Teaching about sexuality

Consistent use of terminology linked to the school scheme of work for science.

- Gender and the needs of boys and girls

Consistent emphasis upon challenging gender stereo-types verbally and when planning for the use of learning resources.

- Religious and cultural beliefs

Consistent delivery of SRE curriculum showing and awareness of and respect for religious and cultural beliefs.

- Homophobic bullying

Consistent reinforcement of every child's entitlement to a 'safe space' in all areas of school life.

- Dealing with inappropriate sexual behaviour e.g. sexual coercion, sexting

Consistent monitoring of provision for/ use of ICT equipment within school linked to e-safety.

- Pornography

Consistent monitoring of provision for/ use of ICT equipment within school linked to e-safety.

- Forced marriage

Safeguarding provision

### **Right to Withdraw**

Parents/carers have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum Science lessons. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

Pupils who have been withdrawn from lessons will be provided with purposeful learning activities which they will be required to complete with a class within the same phase as their own (EYFS/ Y1&2/ Y3&4/ Y5&6)

### **Needs of children and young people**

Support for:

**Menstruation** – children will be allowed to use the staff toilets and toiletries will be provided if needed

Some children and young people will be more vulnerable than their peers e.g. non attenders, SEN and children in care.

Vulnerable groups/ individuals will be tracked to measure the value of school-based support in addition to their academic achievement. Such support includes:

- Nurture groups
- IEP provision
- Provision mapping
- Attendance records
- Positive behaviour tracking

## **Drug and Alcohol Education Policy including the Management of Drug Related Incidents - Appendix 2**

### **Rationale**

**The definition of a drug given by the United Nations Office on Drugs and Crime is: a substance people take to change the way they think, feel or behave.**

**This includes:**

- **all legal drugs including alcohol, tobacco and volatile substances**
- **all over the counter and prescription medicines**
- **all illegal drugs (those controlled by the Misuse of Drugs Act 1971)**

Drug education is an entitlement for all children and young people and is supported by Section 351 of the Education Act 1996 which requires every school, including Pupil Referral Units, to provide a balanced curriculum which:

- Promotes the spiritual, moral cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experience of adult life.

Drug education should be delivered through well planned PSHE and Citizenship provision. Schools are expected to use the non statutory frameworks for PSHE and Citizenship at Key Stages 1 & 2, PSHE at Key Stages 3 and 4, the statutory citizenship programme of study at key stages 3 and 4 and the statutory requirements within the National Curriculum Science Order for all phases as the basis for developing drug education.

Drugs: Guidance for Schools February 2004 DfES

### **Aim**

To give children and young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives.

### **Objectives**

Drug and alcohol education:

1. Increases children and young people's **knowledge** and understanding and clarifies misconceptions about:
  - the short 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
2. Develops children and young people's personal and social **skills** to make informed decisions 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
3. Enables children and young people to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

### **Curriculum Content**

See Appendix 3 for details of the scheme of work.

Drug Education is also taught in other subjects: e.g.  
Science (see Mrs Oakes)  
Citizenship (see PHSEE scheme of work)  
PE (see Mr Wilkinson)

## The needs of children and young people

The children and young people are made aware of support available in the following ways:

- in school support – class teachers and mentors
- external support – school nurse
- websites (age appropriate)

Some children and young people will be more vulnerable than their peers e.g. non attenders, SEN, children in care and those whose parents misuse drugs or alcohol.

Vulnerable groups/ individuals will be tracked to measure the value of school-based support in addition to their academic achievement. Such support includes:

- Nurture groups
- IEP provision
- Provision mapping
- Attendance records
- Positive behaviour tracking

## Medicines

All medicines must be signed in at the school office with written instructions about administration. These medicines will be stored in a medicine fridge in the staff room and then administered by the school personnel officer – Mrs. R. Crump.

## Dealing with drug and alcohol related incidents

The possession, use or supply of illegal and other unauthorised drugs (as designated by the head teacher) by **anybody** within school boundaries is unacceptable e.g. alcohol, tobacco and tablet medication.

Drug incidents could involve: suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs.

The physical boundaries of the school define the extent of the school premises during the school day and the school term. But school rules and expectations of behaviour extend further if children and young people e.g. visit a library, leave school to visit an old people's home as part of a community project, whether supervised or not.

School boundaries also extend to include school trips and clear guidance to staff is given about their supervisory responsibilities. It is made clear to children and young people that school rules still apply if they leave the school during the lunch break, and which will apply on a school trip abroad, where drug laws may differ. Staff are made aware of any controls on their own drug use (e.g. of alcohol, tobacco and medicines) when on duty.

Schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may be counter-productive for the school and wider community. The police should, however, be involved in the disposal of suspected illegal drugs.

The school works closely with the police and has an agreed protocol for reporting and disposing of illegal drugs.

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug, providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

In taking temporary possession and disposing of suspected **illegal** drugs the school will contact local police and safeguarding officers immediately.

In confiscating and disposing of other **unauthorised** drugs the school will contact the parents of the child to explain school procedures for storing and administering drugs.

Needles and syringes found within school boundaries will be dealt with in accordance with guidelines produced by Staffordshire County Council Health and Safety Team.

In responding to drug incidents, the primary concern of the school is the care and welfare of children and young people. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the child, young person and the school community.

Any incident involving the misuse of drugs will take into account:

- The age and maturity of the child/young person
- What the child/young person has to say
- The means by which the substance was acquired
- The intention of the child/young person and the circumstances of the incident
- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the child/young person
- Action being taken through the criminal justice system
- The availability of support for the children and young people and family from other agencies

The school seeks to work in partnership with governors and parents to provide effective drug and alcohol education and support for children and young people. Parents need to know that the school's drug and alcohol education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures.