



Springcroft Primary School

Personal, Social, and Health Education including Relationships and Sex (RSE) and Drug Education

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Author/owner: Springcroft

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Approved	Signature	Date

Our Mission Statement:

The place to learn, the place to succeed, the place to make friends, the place to grow.

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	Member of staff responsible	Governor
PSHE Education	Stephen Drew	Gemma Hammond
RSE	Stephen Drew	Gemma Hammond
Drug Education	Stephen Drew	Gemma Hammond
Drug Related Incidents	Stephen Drew	Gemma Hammond

Context

Springcroft provides a rich curriculum which caters for pupils of all abilities. Our aim is to develop each child's potential to the full.

The Developmental Process

The policy has been drawn up in consultation with all teaching staff, governors and members of the wider school community and agencies.

The PSHE Policy should be delivered in conjunction with the following policies:-

- [Relationship and Sex Education \(RSE\)](#)
- Drug and Alcohol Education including The Management of Drug Related Incidents - Appendix 1

Other relevant school policies are [Safeguarding](#), [Behaviour](#), [SEND](#), [Anti Bullying](#) and [Health and Safety](#).

Aims for PSHE

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

PSHE 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.

Springcroft provides a stable, sympathetic, safe and caring school community. All issues are dealt with in a clear, fair, consistent and graduated process that involves staff, parents and outside agencies at the appropriate level.

Curriculum Organisation

PSHE will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of set curriculum time as well as discrete time, cross curricular links will be made where appropriate. Enrichment opportunities include visits by the school nurse and visits to the "Life Caravan" when permissible.

The "Life Caravan" visits annually and all pupils, from Reception to Year 6, visit and take part in a program suitable to their age and needs. Our school nurse is a regular visitor. Baby clinics are run in reception (dolls are weighed and measured!), looking after our teeth and hand washing are covered in other year groups. When pupils reach years 5 and 6 "Growing Up" is the topic of conversation. The girls and boys have tailored discussions about the changes their bodies will undergo. In order for the parents to be fully aware of the content of these discussions, parents are informed annually of the RSE and PHSE curriculum via school communication.

PSHE 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 PSHE has an equal priority with other learning.

Teaching and Learning

PSHE is delivered in line with the school's teaching and learning policy. As PSHE 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 PSHE 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.

PSHE 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.

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 PSHE. Overall responsibility for PSHE resources is held by the co-ordinator. The co-ordinator should ensure resources to be used by visitors have been approved by the relevant organisations i.e. Drug Education through PRIDE, Relationship and Sex Education (RSE) through Staffordshire RSE forum and others through Education Transformation.

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 PSHE by Senior Leaders and the co-ordinator. Monitoring will take place in accordance with the school's monitoring cycle. This will be done by checking that whole school PSHE objectives are met, standards of teaching and learning expected are achieved and that there are adequate resources.

Safeguarding

Teachers and other adults involved in PSHE 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 teacher for safeguarding, who is the Headteacher.

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 is provided by our school councillor, who works with children and staff to support emotional well-being and offer mental health support. The school is also an early adopter of the [HOPE Project](#) (Helping Our Pupils Emotions), where staff are active members of this initiative, supporting children and families with a range of mental health topics. Outside agencies will be involved should the need arise.

Our school seeks to work in partnership with parents and carers to provide effective PSHE and support for children and young people. The school's PSHE programme endeavours to complement and support parent's and carer's roles. Parents are invited into school on a regular basis to attend parents' evenings or information evenings. Information can be found in our prospectus and in our regular news letters. We operate an "Open Door" policy which means parents are always welcome.

Communication/Dissemination of the Policy

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

APPENDIX 1

Drug and Alcohol Education Policy including the Management of Drug Related Incidents

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 DfE

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.

The needs of children and young people

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.

Medicines

Medicines are administered in line with our medicines policy.

Dealing with drug and alcohol related incidents

The possession, use or supply of illegal and other unauthorised drugs (as designated by the Headteacher) by **anybody** within school boundaries is unacceptable. This includes tobacco and alcohol.

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.

Depending on the incident, it may be managed internally by the school. However, the police will be informed and consulted and when appropriate, will be actively involved.

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 such an instance the police will be involved.

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 consider:

- 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.