

# PSHE Policy, including SRE and Drugs and Alcohol Policies

Committee	Curriculum
Date Approved by Governing Body	2 <sup>nd</sup> November 2016
Last Review Date by Committee	17 <sup>th</sup> May 2016
Next Review Date by Committee	May 2019

*'Celebrate learning, Achieving and Friendship in God's Love'*

*Core Christian Values: Love, Trust, Hope, Respect*

## **Policy for Personal Social Health and Economic Education including Sex and Relationships (SRE) and Drug and Alcohol Education policies**

This policy reflects the shared aims of all staff and governors at this school and applies to all children in our care. This policy should be seen as a product of regular review and revision undertaken by all staff working together, and subject to amendment when necessary.

NB Our Visitors and Volunteers Policy and No Smoking Policy are incorporated into our Drug and Alcohol Education policy

### **Context**

Waterhouses Primary School is a small rural school which serves six villages on the edge of the Peak District National Park. We are a Church school with a strong and distinctive Christian character. Christian values underpin daily life at Waterhouses. The school building is a former secondary school and benefits from extensive grounds and facilities including a swimming pool.

We are a thriving and rapidly growing school, pupils are nearly all of white British background, and almost all families are nominally Christian. Ours is a mixed intake from the farming community and professional/non-professional backgrounds.

SEN is slightly above the national average. The percentage of pupils currently claiming free school meals is below the national average. A small percentage of children are classified as 'disadvantaged'.

Attainment on entry is generally average or below average. A number of our children join Reception having not experienced previous Nursery education. Attendance at the school Nursery can often be irregular. The school has a very positive relationship with parents. A survey in March 2016 indicated 100% agreed their children felt happy and safe at the school.

The Governing Body provides effective support and leadership to the school. There is a strong teamwork ethic across the school and staff and governors are committed to working together to move the school forwards.

The school has achieved Healthy School Award, Eco- Award, Activemark, Dyslexia Friendly Full Status Award and Primary Science Quality Mark (silver). The head Teacher has achieved the National SENCO Award .

### **The Developmental Process**

The policy has been drawn up in consultation with:

The Head Teacher, all teaching and non-teaching staff, governors, parents, children and members of the wider community.

The PSHE Education Policy encompasses the following policies:-

- Sex and Relationships Education (SRE) - Appendix 1
- Drug and Alcohol Education including The Management of Drug Related Incidents - Appendix 2

Other relevant school policies are:

Safeguarding, Confidentiality, Attendance, Special Educational Needs, E-Safety, Prevent, British Values and Spiritual, Moral, Social and Cultural (SMSC), School Visitors and Volunteers, Behaviour, Equality, Anti-Bullying, Health and Safety, and No Smoking.

### **Aims for PSHE education**

At Waterhouses PSHE education aims to help our children deal with the real life issues they face as they grow up. The issues that PSHE education 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.

PSHE education makes a significant contribution to the Prevent agenda and to safeguarding. It also supports children and young people's Spiritual, Moral, Social and Cultural Development. PSHE education is enhanced by a supportive school ethos, where all children and adults are valued and encouraged.

PSHE education is guided by the school's core values of: Love, Hope, Trust and Respect. We aim to give our pupils the knowledge to develop confidence and self-esteem; to make informed choices and decisions and to encourage the development of social skills and social awareness. We encourage children to become increasingly responsible for their own learning. Through the teaching of PSHE we promote in our children a caring attitude towards others and the environment they live in. We help our pupils to understand how society works and the rights and responsibilities involved. Pupils also find out about the main political and social institutions that affect their lives.

### **Early Years PSHE education**

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of stories and themes, as well as on an individual basis to develop personal skills such as dressing, toileting, friendships and self-confidence. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or during whole school activities.

### **Curriculum Organisation**

PSHE education will be delivered through a combination of planned curriculum opportunities and whole school approaches. This may be through individual lessons, circle times, cross-curricular themes, visits and visitors, enrichment opportunities or themed days or weeks.

PSHE education is a universal entitlement for **all** children. At Waterhouses this means learning is made accessible to children of **all** abilities and that PSHE education has an equal priority with other learning.

The PSHE education programme has been developed using the identified needs of our children and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children will develop.

PSHE education 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.

## **Teaching and Learning Approaches**

We use the following teaching and learning approaches:

- Establish clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries.
- Use a variety of techniques, including depersonalised discussions and role play.
- Use clear language that avoids misunderstandings, prejudice and assumptions about children's abilities, desires, background and experiences.
- Deal with unexpected questions and comments from children sensitively.
- Build on children knowledge and experiences.
- Develop understanding through questioning, group discussion and problem-solving.
- Allow time for children to reflect and on their learning.
- Have high expectations of children's achievement and behaviour.
- Provide differentiated learning opportunities for children with special educational needs.
- Use a variety of groupings, including single sex, where appropriate.
- Make use of external agencies to deliver discrete PSHE sessions as appropriate.

### **Curriculum content:**

#### **Year 1**

- Class rules
- Making choices
- Compromise
- Skills of a representative e.g. School Council
- Class meetings
- Pets and animals
- Likes and dislikes
- Right and wrong
- Needs of animals / humans
- Fair and unfair
- Medicines
- Identifying risks and ways to stop accidents happening
- People who help us
- Road safety
- Valuing themselves
- Family - different types
- Friendship skills - good and bad friendships
- Making choices
- My identity
- Belonging to groups
- Bullying
- E-safety

#### **Year 2**

- Class rules - why have rules
- School Council and the role of a representative
- Class council meetings
- Dealing with feelings including negative ones
- Positive and negatives of the local area - role in improving area
- Sources of and how we use money - Keeping money safe
- Making choices
- Safe and unsafe things e.g. medicines and household substances, places e.g. roads, people e.g. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises
- Working together
- Behaviour and impact on others
- Resolving conflict

- Teasing and bullying
- E-safety
- Changing relationships
- Similarities and differences between boys and girls
- Race and religion

### Year 3

- Class rules
- New challenges
- Valuing themselves
- School Council
- Balanced diet and impact of healthy diet
- Making choices
- Managing money
- What is risk?
- Road Safety
- Pressure
- What makes a good friend?
- Falling out
- My identity
- My community - school and local
- Similarities and differences in community
- Different types of families e.g. two parent families, single parents, adoptive and foster parents, grandparents as carers, mixed race parents, same sex couples and parents with a disability.
- Bullying
- E-safety

### Year 4

- Class rules
- School Council - Role of School Council representative
- Jobs on the School Council
- Class council
- My strengths and weaknesses
- Drugs - medicines and tobacco
- Good and bad habits
- Rights and responsibilities
- Rights of the child
- Jobs and duties
- Safety in school
- Responsibilities for my safety and the safety of others
- E-safety
- Feelings of other people
- Similarities and differences
- Communities including Britain
- Respect and tolerance
- Bullying

### Year 5

- My achievements
- My goals
- School Council representative
- Class rules
- How are laws made in the UK - Parliament
- Public money

- Personal money – loans, debt and interest
- When do I feel unsafe? How can I deal with this?
- Pressure including peer pressure and getting help
- Anti-social behaviour
- Nature and consequence of bullying
- Identities in the UK
- Celebration of diversity
- Racism
- E-safety

### Year 6

- Class rules
- Opportunities and challenges of Y6
- School Council
- My contribution to our school
- Environment and Sustainability
- Pressure groups and charities
- Drugs – solvents and alcohol
- Pressure related to drug use
- Strategies for making decisions and saying no
- Changing friendships and relationships
- Diverse nature of UK
- Life in other countries
- Stereotypes and challenging stereotypes
- E-safety

### **Resources**

Resources will be up to date, relevant to children and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE education. Overall responsibility for PSHE resources is held by the co-ordinator. The school aims to review and update resources regularly in accordance with budget allocation.

### **Assessment, Recording and Reporting**

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, 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 on-going evaluation and monitoring of the programme for PSHE education by the co-ordinator. The co-ordinator will monitor:

- That the schemes of work are being taught appropriately.
- That sufficient time is allocated to the delivery of PSHE.
- The quality of lessons / circle times
- Children's progression statements and self-evaluations. Methods of monitoring will include:
- Observations
- Circle time notes and quotes
- Pupil Voice.

### **External Agencies**

The school leads the programme but outside visitors have a role.

Visitors invited into school may include:

Health Visitor

The School Nurse

Behaviour Support

The local vicar

All visitors will adhere to school's Visitors and Volunteers Policy.

### **Safeguarding**

Teachers and other adults involved in PSHE education may sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy and procedures. A copy of the policy is available from the office or school website. Where an adult believes a child may be at risk, the designated safeguarding lead (DSL) - A Lockey (Head Teacher) or the deputy safeguarding lead (DDSL) - J Hulme, must be consulted before any further action is taken.

### **Confidentiality**

The school will ensure that:

- Staff, children and parents/carers are aware of our policy on confidentiality,
- Children are informed of the limits of confidentiality that may be offered by teaching staff.
- Children are informed of sources of confidential support, e.g. a chosen teacher or teaching assistant.
- Children are encouraged to talk to their parents or carers.

### **Pastoral Support**

As part of the school's pastoral programme, the school identifies and supports children who may be more vulnerable e.g. children in receipt of pupil premium, those with medical needs or children with special educational needs. Our school seeks to work in partnership with parents and carers at all times. The school's PSHE education programme endeavours to complement and support parent's and carer's roles. This is done through:

Curriculum and parental engagement meetings.

Home-school link books

Parents' evenings

Our strong 'open door' policy

Website

This policy will be reviewed every three years

Policy written May 2016

PHSE Coordinator- Joy Hulme

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

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. It should not be delivered in isolation. It should be firmly rooted in PSHE education.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

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

### **Aims**

To give children 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;

#### **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', DfE 2000.**

### **School Staff**

- To promote a confident, positive attitude towards the learning and teaching of SRE in broader and curriculum based aspects.
- To promote confidence and competence in the teaching of SRE.
- To promote the ability to discuss potentially embarrassing issues in a mature, non-judgmental and sensitive manner.
- To promote speaking and listening skills through discussion about feelings and relationships, introducing and utilising appropriate vocabulary.
- To promote the importance of positive relationships with family, friends and partners.
- To provide opportunities to discuss the children's thoughts and feelings in a safe, non-judgmental environment.

## **Children**

- To develop the ability to keep themselves safe and healthy through an understanding of what constitutes appropriate behaviours in relation to aspects covered within SRE learning.
- To develop an understanding of the nature of relationships.
- To develop an understanding of the names and functions of parts of the body
- To develop an awareness of changes in the body during puberty.
- To develop self-confidence.
- To develop a greater understanding of how to lead a healthy lifestyle.
- To develop an understanding of self-respect and respecting others.
- To develop respect for their own and others' sexuality.
- To develop the ability to talk about their thoughts and feelings confidently.
- To develop the ability to listen to the thoughts and feelings of others in a respectful and non-judgmental way.
- To develop the skills to discuss moral issues in a constructive way.
- To develop an understanding of what constitutes sexual abuse/exploitation and where to seek advice if they are worried about any sexual matters.

## **Parents and Carers**

- To be understanding and supportive of our aims in learning and teaching SRE.
- To support their children with their learning of SRE through further discussion at home.
- To communicate and work with the school whenever further support is needed to develop their children's SRE understanding.

## **Implementation of the Sex and Relationships Policy**

### **1. Teaching SRE units**

SRE units will be taught as part of the PSHE scheme of work from Foundation Stage up to and including Year 6.

### **2. Class Teachers**

All teachers have a responsibility to deliver sex and relationship education based on the guidance of coverage as stated in the National Curriculum.

### **3. Subject Leader**

The SRE Subject Leader has a responsibility to implement and monitor adherence to policy. Year groups should plan together to ensure continuity and progression in sex and relationship education.

### **4. Sexuality**

Section 28 of the 1988 Local Government Act, which made it an offence for a local authority to 'promote homosexuality as a pretended family relationship' has been removed from the Act (Sep 2003). Although this section did not apply to schools, many staff in schools were confused about its meaning and implications. Now that the section does not appear in the Act, staff should feel less concerned. When talking about sexual orientation, the issue is **neither one of pro-or anti- homosexuality nor of pro- or anti-heterosexuality**. It is rather one of developing understanding and supporting all young people's sexuality.

### **5. Disclosures**

If any child should disclose any sensitive information to a member of staff, the member of staff should contact the school's designated person for safeguarding who is Mrs A Lockey (Head Teacher) or in her absence the deputy safeguarding person - Mrs J Hulme,

- Boys and girls should be educated together for SRE lessons but where teachers feel necessary, especially in Years 5 and 6, they should be taught in separate gender groups to give girls and boys the opportunity to explore their own feelings around their bodily changes.

### **6. Children's questions**

When children ask questions concerning sexual matters, members of staff will answer that question in a professional manner, giving the appropriate information for the child involved. Members of staff will answer questions in a clear and simple fashion and will speak to parents/carers if appropriate. Children will also be encouraged to discuss such issues with their parents/carers.

### **8. Resources**

In order to address the issue of body image in children and young people, the resources used in both SRE and PSHE lessons will reflect a realistic picture of the wider community.



## 9. Parents/Carers

The School aims to involve parents/carers in their children's learning as much as possible and as such informs them regularly about outside agencies e.g. the School Nurse being invited in to give talks and guidance to your children:

Year 5 - puberty talk

Year 6 - Sex education talk

### Foundation Stage

- The uniqueness of me, similarities between myself and others
- Naming external parts of the body - hands, feet, arms, legs, eyes, chin etc
- Caring for babies - what do they need? Visit from new baby if possible

### Year 1

- The beginning of life - animals, plants and me
- Happy and healthy me - parts of the body
- Likes and dislikes
- Growth in people, animals and plants

### Year 2

- Changes as we grow, how have I grown? Baby, toddler and recent photos - compare
- How will I grow in the future?
- Ageing - how do we know things are alive, dead, young, old?
- Changing responsibility for self and others
- Impact of healthy diet
- People i.e. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises

### Year 3

- How babies begin and are born. How they grow (doesn't include sexual intercourse)
- How babies of different animals grow inside or outside their mothers' bodies
- Similarities and differences between boys and girls
- Body parts
- Making choices
- Safe and unsafe touches

### Year 4

- The main stages of the human life cycle
- Emotional and physical changes
- Growing up
- Developing relationships
- Different types of relationships
- What keeps me healthy?
- What can make me ill - bacteria and viruses
- Puberty: Towards the end of Y4, life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. The content of these lessons are decided upon after a consultation process involving parents/carers, staff and governors and the school health adviser. The physical and emotional maturity of the children will always be considered and these lessons will be offered again in Y5 for those parents who wish to wait another year. Wherever possible, boys and girls will be taught separately for these lessons and they are usually delivered by the school nurse.

### Year 5

- Recap on emotional and physical changes
- How a baby is conceived - stressing the importance of an established, loving relationship
- Physical health
- Emotional health

- What can affect our health including the media
- How will my body change as I grow up
- Puberty

#### Year 6

- Revision of puberty
- Sexual reproduction
- Stereotypes and challenging stereotypes
- Revision of any aspect of SRE as necessary and dealing with pupil questions

Please note:

- Correct vocabulary will be taught for body parts. Whilst it may be appropriate to use nicknames for body parts at home, in school it is essential to learn and use the correct terminology. This ensures universal understanding, clarity, respect and manners
- In KS2 some classes may be delivered in single sex groups
- The school nurse will help to deliver teaching sessions
- Classes will establish a set of agreed ground rules to be followed during SRE sessions

A child cannot be withdrawn from sex and relationships education where it is taught in the Science National Curriculum; therefore, children who are withdrawn from PHSE lessons will still receive biological information but will not be taught in the context of relationships see example below:

When looking at lifecycles, as part of the 'Living things and their habitats' topic (Year 5) and changes to humans as they develop to old age as part of the 'Animals including humans' (Year 5) topic children will encounter (SRE) scientific terminology such as:

#### **Puberty (physical and emotional changes)**

**Penis**

**Vagina**

**Breasts**

**Menstrual cycle (periods)**

**Ejaculation**

**Hormones**

**Sexual reproduction**

**Reproduce**

**Sexual intercourse**

**Sperm**

**Egg**

**Pregnancy**

**Gestation**

**Fertilisation**

**Womb**

**Uterus**

**Foetus**

**Embryo**

There is an expectation in science that children understand what these terms mean and that they can use them confidently in their own scientific explanations.

**Withdrawal from SRE:**

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory Science Curriculum as stated above. Those parents/carers wishing to exercise this right are invited in to see the Head Teacher who will explore concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

**Monitoring and Review**

The Head teacher and SRE Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and SRE Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

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

## Introduction

This document represents our school's response to mounting evidence which indicates that the misuse of drugs is increasing within the young population and throughout society generally.

All pupils are entitled to drug education - 'drugs' being defined for the purpose of this policy as medicines, tobacco, alcohol, solvents and illegal drugs. At Waterhouses CE (VC) Primary School, we are committed to providing this education in partnership with others as part of the schools' approach to promoting the health and education of all members of the school community.

## 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 education and Citizenship provision. Schools are advised to use the non-statutory frameworks for PSHE education and Citizenship at Key Stages 1 & 2, 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

## Aims

To give children 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 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 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**

**The National Curriculum Programme of Study for Science requires the following elements of drug education to be taught:**  
**At Key Stage 2: 7 – 11 year olds should be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.**

### **Key Stage 1**

#### **Knowledge and understanding**

- School rules relating to medicines.
- Basic information about how the body works and ways of looking after the body.
- The role of medicines (both prescribed and over-the-counter) in promoting health and the reasons people use them.
- Understanding that all drugs can be harmful if not used properly.
- Simple safety rules about medicines and other substances used in the home, including solvents.
- Consideration of alcohol and tobacco, their general effects on the body and on behaviour.
- People who are involved with medicines (such as health professionals, pharmacists, shopkeepers).
- People who can help children when they have questions or concerns.

#### **Skills**

- Communicating feelings such as concerns about illness and taking medicines.
- Following simple safety instructions.
- When and how to get help from adults.

#### **Attitudes**

- Valuing one's body and recognising its uniqueness.
- Attitude towards medicines, health professionals and hospitals.
- Attitudes towards the use of alcohol and cigarettes.
- Responses to media and advertising presentations of medicines, alcohol and smoking

### **Key Stage 2**

#### **Knowledge and understanding**

- School rules relating to medicines, alcohol, tobacco, solvent and illegal drugs.
- More detailed information about the body, how it works and how to take care of it.
- Different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks.
- Introduction to the law relating to the use of legal and illegal drugs.
- People who can help children when they have questions or concerns.
- Dangers from handling discarded syringes and needles.

#### **Skills**

- Identifying risks.
- Coping with peer influences.
- Communicating with adults.
- Decision-making and assertiveness in situations relating to drug use.
- Giving and getting help.
- Safety procedures when using medicines.

## **Attitudes**

- Valuing oneself and other people.
- Attitudes and beliefs about different drugs and people who may use or misuse them.
- Responses to media and advertising presentations of alcohol, tobacco and other legal drugs.
- Taking responsibility for one's own safety and behaviour.

## **The Curriculum**

Drug, alcohol and tobacco education is delivered within the planned PSHE and Citizenship education and is part of the Science curriculum. The programmes are planned and taught in line with the National Curriculum 2013 Framework for Primary Schools. It is part of the schools approach in developing healthy, confident and assertive citizens who will be able to make the right choices for themselves and others.

## **The following is used as a base for planning:**

### **Unit number and title**

### **PSHE and Citizenship framework**

### **Other curriculum areas**

#### **Key stage 1**

**Unit A** Keeping ourselves and others safe.

1c 2a 2d 3c 3f 3g 4a 4b 4d 5c 5d  
5h

Science - Animals, including humans

#### **Key stage 2**

**Unit B** Risk taking and dealing with pressure.

1c 2a 2e 3a 3e 3f 4a 5c 5d 5g 5h

Science - Animals, including humans

**Unit C** Building knowledge and understanding about drugs and alcohol and practicing skills to deal with situations.

1a 2a 2e 3a 3d 3e 5d 5g 5h

## **Teaching and Learning**

Learning outcomes will reflect a balance between the promotion of knowledge and understanding, personal and social skills, attitudes and values. This is delivered using the local authority PSHE and Citizenship planning Framework for Primary schools. Some children will be more vulnerable than their peers e.g. non attenders, SEN, children in care and those whose parents misuse drugs or alcohol.

## **Dealing with drug and alcohol related incidents**

The possession, use or supply of illegal and other unauthorised drugs by anybody within school grounds is unacceptable e.g. alcohol, drugs and tobacco.

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

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 that school rules still apply on a school trip. 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 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: detail the school's procedure for confiscating and disposing of suspected illegal drugs.

In confiscating and disposing of other **unauthorised** drugs the school will: detail the school's procedure for confiscating and disposing of unauthorised 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
- What the child has to say
- The means by which the substance was acquired
- The intention of the child 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 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. 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.

	Member of staff responsible	Link Governor
PSHE education	Mrs Joy Hulme	Mrs Jackie Pakes
SRE	Mrs joy Hulme	Mrs Jackie Pakes
Drug Education	Mrs Joy Hulme	Mrs Jackie Pakes

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

The policy will be disseminated in the following ways:

- A period of consultation will take place in the first instance with e-mail to governors, parents and other interested parties.
- Information via the weekly newsletter
- Hard copies available from the school office upon request

Once the policy has been accepted and approved by all relevant parties, a copy will be found on the school website or upon request via the office.

May 2016

## **Visitors and Volunteers Policy**

Anyone who volunteers or visits the school and wishes to undertake regulated work will require an enhanced DBS certificate, which includes barred list information.

A person will be considered to be engaging in regulated activity if they will be:

- responsible, on a regular basis in a school, for teaching, training, instructing, caring for or supervising children;
- carrying out paid, or unsupervised unpaid, work regularly in school where that work provides an opportunity for contact with children.

Other visitors who have an opportunity for regular contact with children and who are not engaging in regulated activity are required to hold an enhanced DBS certificate (a barred list check may not be required). This includes contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract.

## **No-Smoking Policy**

Due to the as yet unknown health and environmental impact, Waterhouses CE (VC) Primary School has made the decision that any reference to 'smoking' will also include the use of e-cigarettes.

The Smoke Free Premises, Places and Vehicles Regulations made under the Health Act 2006 require no smoking in all enclosed and substantially enclosed premises. The legal definition of 'substantially enclosed' is that less than 50% of the wall or side area is permanently open. No account is to be taken of windows that are open-able. In accordance with Smoke Free Regulations no smoking is permitted in any school buildings. No smoking signs will be displayed at all staff and public entrances.

This policy applies to all employees, contractors, sub-contractors and any member of the general public, including service users. Smoking breaks are not offered at Waterhouses CE (VC) Primary School. It is however for the individual to decide if they wish to smoke during their lunch break or other official break. Smoking should take place away from the school premises entrance and cigarette stubs are to be disposed of in a responsible way. Employees that fail to do this may be considered to be bringing the school into disrepute and may therefore be subjected to disciplinary procedures. The school will continue to encourage employees to give up the tobacco habit. It is the responsibility of all staff to ensure that this policy is complied with.