

Lewknor C of E Primary School
Personal Social Health Education Policy (PSHE)
Including Sex and Relationship Education (SRE) & Drugs
October 2017 – Review October 2020

Lewknor Church of England Primary School with its Christian foundation seeks the wholeness of all its children – spiritually, physically, intellectually and socially. We believe in providing a safe, welcoming, happy and well-ordered school environment in which children can learn effectively and reach the highest standards of which they are capable.

The PSHE Policy (PSHE) exists to promote a healthy and fulfilled lifestyle for all our pupils, and to aid their spiritual, moral, social and cultural development as they become informed, active and responsible citizens.

Aims

- Enable our pupils to make responsible and well-informed decisions about their lives
- Provide support for our pupils in their physical, emotional and moral development
- Enable our pupils to live healthy, independent lives
- Promote stable, loving relationships and family life
- Foster tolerance of life irrespective of gender, colour and religion
- Promote pupil self-esteem and well-being
- Foster an awareness of health and well-being

Outcomes

- Self-respect and empathy for others
- The existence of a secure and trusting environment in which effective learning can take place
- An awareness of the consequences of their actions
- Confidence in talking, listening and thinking about feelings and relationships
- An understanding of puberty and reproduction
- Knowledge of parts of the body and how it works
- How to keep their bodies healthy and to avoid causing it harm

Management of the Subject

Teachers develop a climate of openness and trust in which all individuals' feelings, ideas and questions are valued and respected. Learning experiences cater for a variety of learning styles through, for example, discussion during circle time, thinking skills, group and paired work, drama and writing. PSHE permeates all areas of school and emotional well-being, and values are promoted inside and outside the classroom. All members of staff are involved in raising pupil awareness of their individual responsibilities towards themselves and others.

PSHE is incorporated at every opportunity into the curriculum for all pupils. It is a timetabled subject, where appropriate, and is taught using a range of programmes, for example, the Social and Emotional Aspects of Learning (SEAL) framework. This framework develops personal and interpersonal awareness across the following five aspects: self-awareness, managing feelings, motivation, empathy and social skills. It is organised into seven themes: New Beginnings; Getting On and Falling Out: Say No to Bullying; Going for Goals; Good to be Me; Relationships; Changes. PSHE is also taught using Philosophy for Children programme.

Sex and Relationships Education

SRE is taught by the school nurse as a discrete unit of work in years 5 and 6. It is part of the children's preparation for transition to secondary school. Year 5 and 6 pupils develop an understanding of the physical and emotional changes associated with puberty and adolescence. Year 6 pupils learn about human reproduction.

PSHE and SRE POLICY

Parents have a right to withdraw their children from SRE taught as part of the PSHE curriculum. Parents will be notified in advance about these sessions at school.

Drugs and Administering of Medicines

Refer to the school's procedure for administering medicines.

Drugs and Substance Misuse

We recognise that drugs misuse and substance abuse is present in our wider community and are committed to enabling children to take responsibility for their bodies and to stay healthy by avoiding anything that can cause them harm. At Key Stage 2, children explore the effect of different substances on the human body and learn about authorised and illegal drugs such as alcohol, cigarettes and prescription drugs. They are taught about the dangers of taking illegal drugs and of misuse of other addictive substances.

Drug Related Incidents

If there is a suspicion or knowledge of children becoming involved with drugs or a drug-related incident, including alcohol, the appropriate formal procedure must be followed. The safety and welfare of the child is the first priority. The Headteacher or most senior member of staff on site will assume responsibility for decision-making and will select the best course of action for the child. All members of staff are to be made of this procedure. Parents will be informed and the following actions may be appropriate:

- Involve LA services (see display for contact details in Headteacher's office)
- Inform Social Services
- Inform the police
- Involve Health Services
- Isolation of the child
- Briefing of relevant staff
- Appropriate briefing or de-briefing of groups of children through, eg, circle time.

Procedure for dealing with drugs /alcohol incidents involving adults, parents or carers

A situation may arise when a parent or other adult is involved in drug / alcohol misuse such as:

- adults may enter school premises under the influence of alcohol or drugs
- a parent or adult may attempt to remove a child from the school premises whilst under the influence of alcohol or drugs
- an adult may behave aggressively, intimidate or threaten staff or assault staff or pupils
- staff may be concerned that a parent or family member's drug misuse may put the child at risk
- an adult may be involving pupils in drug misuse or the supply of drugs to other pupils

These examples are not exhaustive, and schools may face a wide variety of circumstances. The Headteacher will need to take into account the safety of the whole school community including staff when determining the appropriate course of action. Some situations will require immediate action in collaboration with other agencies to ensure the safety and protection of any child.

If staff are not confident that an adult is able to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol they should attempt to contact an alternative adult carer for the child before contacting social services and, if necessary, the police.

If there are concerns over the safety of the child, staff should attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving school, staff should not attempt to restrain them but must immediately inform social services and the police.

If an adult is acting threateningly or aggressively on school premises then staff should follow the Procedure in the event of a Lock Down (see Appendix A). Similarly, if staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of their pupils outside of school premises, the Headteacher should consult with the police.

PSHE and SRE POLICY

Health and Safety

Children are taught:

- The components and various consequences of a healthy diet
- The importance of exercise and physical fitness, and its contribution to health and well-being
- About hazards, risks and risk control, and to manage the environment to ensure the health and safety of themselves and others

Confidentiality

As a general rule, teachers or members of staff will maintain children's confidentiality during PSHE work. However, if a member of staff believes that a child is at risk or in danger, she will talk to the Designated Office for Child Protection (Mrs Cole) before a decision is made. The child concerned will be informed that their disclosure cannot remain confidential and the reasons for doing so will be explained. This follows the school and County child protection procedures.

Appendix A

Procedure in the event of a Lock Down

The School has a duty to keep its pupils and staff safe and in order to do this there must be a protocol to follow when an unwanted person comes onto the premises. An unwanted person is someone who enters the setting (building or playground) without authorisation. This is called an intrusion. In the event of an intrusion the following procedure should be followed.

Procedure

- Staff must not put themselves in any danger.
- Staff should remain calm at all times.
- All staff to wear whistles on a lanyard at all times when outside the building.
- Adults will initially identify and assess the risks. If safe to do so, an adult will ask the 'intruder' to leave the premises or 'escort' the intruder to the school's office.
- In the event of a 'threat' the whistle should be blown as one long blow to attract everyone's attention followed by three short blows with a very short interval in between each blow.
- Children should go into the building as quickly as possible in an orderly manner without panicking.
- Staff on duty outside should check that all children are in school before coming in themselves and should ensure that the gates and doors are locked behind them.
- Children in Reception, Year 1 and 2 should enter the school via the side gate and disabled toilet and go into the Upper Juniors classroom, where all doors should be locked.
- Children in Upper and Lower Juniors should enter the school by the front door to the Lower Juniors. Once in all doors including those to the rear of the LJ classroom should be locked.
- All teachers and teaching assistants should also go to one of these two classrooms via the same routes.
- Office staff will ensure the kitchen door and front door are locked and upstairs windows are secured.
- A register must be taken immediately and any children and staff unaccounted for must be notified to the Head Teacher of School Administrator immediately.
- Once everyone is safely inside, all windows should be closed, the blinds / curtains should be pulled and the children occupied with games etc.
- The Head Teacher or member of office staff will make a call on the severity of the incident and decide whether to call the police or other emergency services.
- If an intruder gets into the classroom, the teacher should suggest she or she talk to the Head Teacher and 'escort' them to the main building. Another adult should stay with the children at all times.
- The HT will liaise with the intruder while office staff are on hand to contact the police.

- If there is no teaching assistant in the classroom, a child should be sent to raise the alarm. If an intruder should access the Reception / Year 1 or Year 2 class, a child should be sent to the Upper Juniors. The child should stay with that class and not be sent back.
- If an intruder should access the Lower Juniors or Upper Juniors classrooms, then a child should be sent to the office to raise the alarm.
- Once the incident has been investigated and it is deemed safe then everyone will either revert to their normal activities or will be sent home. A decision on what action to take will be made by the Head teacher under the guidance of any emergency services that have been involved.
- A practice run will be completed once a term to ensure everyone knows what to do in the event of the school ever needing to evoke a lock down.
- All incidents must be recorded and kept on file.