



**Greenvale School  
Personal, Social and Health  
Education and Citizenship Policy**

**Signed October 2017**

**Next Review date: October 2019**

# **Personal, Social and Health Education and Citizenship; incorporating Sex and Relationships and Drugs Education**

***“Personal, social and health education helps pupils to lead confident, healthy and responsible lives as individuals and members of society” (National Curriculum handbook 2004)***

## **1. 1 Rationale**

This policy has been developed to ensure that the school meets statutory requirements, preparing pupils for adult life and providing for their moral, spiritual, social and cultural development. It aims to provide guidance and support to staff and information to parents/carers.

In the 2013 review of the National Curriculum, the government made it clear that schools should make provision for PSHE drawing on good practice (National Curriculum in England, DfE, 2013)

The framework for PSHE continues to be non-statutory at all key stages. Citizenship is a statutory requirement at Key stage 3 and 4. The provision of PSHE and Citizenship education, including sex and relationship education, is essential for the development of students as individuals and their involvement in the wider society. The policy has been informed by a range of guidance documents as outlined in Appendix A and has been developed in consultation with staff, governors and parents. Students' views have also been sought where appropriate. It will be reviewed every three years.

## **1.2 The Moral and Values Framework**

The values and ethos of the school community are reflected in the delivery of the PSHE and citizenship and are seen as an integral part of school life. Staff work to promote awareness and understanding of personal, moral and social issues throughout the school day. Explicit opportunities to promote students' development in these areas are provided in religious education, personal, social and health education, citizenship and careers schemes of work. A significant contribution is also made by school ethos, effective relationships throughout the school, assemblies and other curriculum and out of school activities. By taking part in a wide range of activities and experiences students contribute to the life of the school and the community. In doing so they develop their self-worth, awareness and respect of others and their ability to form effective and fulfilling relationships

The school behaviour policy document sets out the schools policy and approach further.

### **1.3 Definition**

Personal, social, health and economic (PSHE) education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

PSHE education supports children and young people to make informed decisions about their lives. It is a planned curriculum area that contributes to pupils' life chances, developing knowledge, understanding, skills and attitudes.

PSHE education can make a substantial contribution to schools meeting the Every Child Matters outcomes and the three Statutory Aims of the National Curriculum, Successful learners, Confident individuals and Responsible Citizens.

### **1.4 Aims**

PSHE and Citizenship are concerned with knowledge, the development of skills and attitudes. The teaching objectives are to:

- develop pupils' confidence and responsibility and make the most of their abilities
- prepare pupils to play an active role as citizens
- develop healthy, safer lifestyles
- develop awareness of rights and responsibilities that help individuals become active citizens in the local and wider community.
- develop skills in financial capability as appropriate

### **1.5 Teaching and Learning**

Objectives are achieved through the taught curriculum, through contributing to school life and through community links.

Provision of key skills, such as the development of communication skills, in all curriculum areas reinforces aspects of PSHE. Additionally, the valuing of students' individual contribution is essential for the development of mutual respect.

The QCA document (2009), *Planning, teaching and assessing the curriculum for pupils with learning difficulties*, states that:

*“In particular, PSHE and citizenship offers students with learning difficulties opportunities to:*

- *Make choices and decisions*
- *Develop personal autonomy by having a degree of responsibility and control over their lives*
- *Make a difference or make changes by their individual or collective actions*

- *Find out that there are different viewpoints, which lead to a respect for the opinions of others.*

*In response to these opportunities students can make progress in PSHE and citizenship by:*

- *Moving from contact with others in the class and school to community involvement*
- *Developing greater control and choice*
- *Adapting to change as they grow and develop, physically and emotionally*
- *Moving from the personal to a wider perspective ( in terms of the range of relationships and viewpoints, and consideration of other people's point of view)*
- *Moving from an immediate time perspective to thinking about the future and reflecting on the past, for example, how tackling things differently could lead to different outcomes.”*

In teaching PSHE and Citizenship a wide variety of teaching strategies are employed, these range from whole group discussion to small group and individual work, and might also encompass visits to, and educational links with, the local community.

As students move through the school, greater emphasis is placed on their making their own autonomous learning

## **1.6 Organisation**

Teaching and learning for PSHE and Citizenship takes place in the following ways:

Whole School – Students are encouraged to develop values and attitudes within the school community that are mutually supportive. They are encouraged to take responsibilities and develop initiatives, developing social and moral behaviour at all times of the school day.

Designated curriculum time - each student takes part in a weekly session, working within their key stage; 3, 4 and 5. Students follow a scheme, specific to the student group

Accredited courses – students in key stage 4 and 5 have opportunities to gain externally moderated awards in PSHE and Citizenship.

Class time - certain aspects of the curriculum are delivered by the class teacher, and additional staff, these include: developing personal skills, daily living skills, domestic skills and community skills

Other curriculum areas - each curriculum subject has a particular contribution to PSHE and Citizenship education, examples are given in Appendix B.

School Events

In a variety of ways students are provided with opportunities to work together, develop and maintain relationships and contribute to the life of the school and the wider community. This may take place in, for example, assemblies, inter-school PE activities, mainstream school links, student forum, school journeys, lunch-time or after-school clubs, specific-curriculum focus days.

### Pastoral Care and Guidance

Senior teachers, class teachers, mentors and support staff will each play a key role in supporting and encouraging students and providing opportunities for them to share their experiences and concerns. Other professionals working at school, such as the school nurse, may also give support.

## **1.7 Assessment, recording and reporting**

There are two broad areas for assessment,

- knowledge and understanding
- generalisation of knowledge and understanding to formulate skills and attitude

Assessment should not be seen as a judgement on the worth, personality or value of a pupil or their family. Assessment is according to agreed procedures as outlined in the staff handbook. Personalised PSD targets within students' IEP (Individual Education Plan) are set by the class teacher each term. Reference is made to the previous year's annual review document to set new targets. Parents' input at these review meetings is particularly valuable in helping set appropriate targets for the year ahead.

Specific learning outcomes are set for the designated PSHE and Citizenship sessions and teaching staff record regularly and report annually against these targets.

## **1.8 Working with external agencies/community links**

Members of the wider school community have a part to play in delivering PSHE and citizenship education, in particular members of the school nurse team. They bring a new perspective and offer specialised knowledge, experience and resources. Professionals called in to support the curriculum work with school staff present at all times and, any resources the visitor wishes to use are viewed in advance by school staff.

Opportunities for students to work outside the school environment are also important. Links with mainstream schools, educational visits and ongoing contacts all provide students with opportunities to build social skills, interact with unfamiliar peers and adults and prepare for adult life.

## **1.9 Confidentiality**

A trusting relationship between staff and students is an important aspect of effective PSHE. In sex and relationship education however, it is important for pupils to understand that teachers cannot offer unconditional confidentiality. The member of staff makes a professional judgement about the significance of what an individual student may say based on their knowledge of that student and their particular circumstances. Any concern should be discussed immediately with the deputy or head teacher. Students are encouraged to talk to their parents/carers about concerns they may have and should be informed of sources of confidential help, for example their GP. Health professionals are bound to confidentiality by their own professional code of conduct during individual consultation with a young person but are expected to abide by the school's policy when working with a student group.

Ground rules are established within lessons concerning sex and relationship issues. Students are offered opportunities to talk individually with staff at other times to prevent possible inappropriate personal disclosures in a classroom setting. Students should be reassured that their best interests will be maintained and that, if confidentiality is broken, they will be informed and supported as appropriate.

### **1.10 Staff professional development**

Staff receive ongoing in-service training to help them deliver PSHE and Citizenship education effectively. The PSHE Co-ordinator will keep other staff informed of factors, both national and local, that relate to the effective teaching of the PSHE curriculum.

### **1.11 Monitoring and evaluation**

The effective implementation of the policy is seen through ongoing monitoring of planning and recording, carried out through each school year. Discussion with staff, parents, governors and pupils will inform the co-ordinator of possible improvements to be included or revisions to be made to the policy and the schemes of work.

**This document was reviewed and updated in Autumn 2015**

## **1.12 Appendix A**

This policy ensures that the school is meeting the following statutory requirements with reference to:

The Education Reform Act 1998 – "the school must provide a broad and balanced curriculum to prepare pupils for adult life"

The Education Act (1996)

This policy is informed by:

PSHE Guidance (DfEE 2013)

PSHE and Citizenship Framework (QCA/DfEE 2000)

PSHE and Citizenship, Initial Guidance for Schools (QCA 2000)

Sex and Relationships Education Guidance (DfEE 2000)

Curriculum Guidance No.5 Health Education (NCC 1990)

National Curriculum in England KS3 and 4 (2014)

Sex and Relationship Education for 21<sup>st</sup> Century (DfEE supplementary advice 2013)

Planning teaching and assessing the curriculum for pupils with learning difficulties, Personal, social and health education and citizenship (QCA 2009)

SEN Code of Practice

National Healthy School Standard Guidance

This policy ensures that the school is meeting the following statutory requirements relating to sex and relationship education with reference to:

- The Education Act 1993 – "in all maintained schools any sex education must be provided in such a manner as to encourage young people to have regard to moral considerations and the value of family life."
- The Education Act 1994 section 241 (2) inserts a definition of sex education that includes information about HIV and AIDS and other sexually transmitted diseases
- The National Curriculum Science orders 2000
- The Education schools by the office for standards in Education (OFSTED). The inspection must comment on the provision of health education including the sex and relationship education policy and pupil support and guidance, amongst a range of other aspects of school life. Inspectors have recently been updated in relation to the DfEE Guidance 0116/2000

- Every Child Matters
- SEAL

### **1.13 Appendix B**

Contributions to PSHE curriculum through other school subject areas as follows:

English - texts with personal, health and relationships issues

Maths - aspects of financial capability

Science - sex education, safety, personal health, drugs, environmental issues

Design and Technology - health and safety, food and nutrition

ICT - finding ICT based information, improving choice making skills

History - beliefs, attitudes and experiences of people from the past, issues of cultural diversity

Geography - sustainable development, issues of cultural diversity

MFL - learning about other cultures and customs

Art and Design - learning to respect differences through studying artists and craftspeople from around the world

Music - working together, issues of cultural diversity

PE - co-operation and teamwork, health and safety, personal fitness

RE - religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships

Careers - the world of work, leisure and ongoing learning, preparation for the adult world, financial capability

Drama – learning to work together and build appropriate relationships

# **Greenvale School Policy Document** **Sex and Relationships Education** **(forming part of the PSHE and Citizenship Policy)**

## **2.1 Rationale**

This policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding sex and relationships education and that students receive their educational entitlement. It has been developed through a consultation process, which included the governing body, school staff and parents, with reference to various guidance documents as outlined in appendix A. Other school policies are also relevant such as the behaviour policy and child protection policy.

## **2.2 The Moral and Values Framework**

Greenvale School follows the DfE recommendations that sex and relationship education is taught within a framework, which gives due regard to moral considerations and the value of family life. Students learn about moral values through all aspects of school life and all curriculum areas, not just sex and relationship education.

- It takes account of students' level of knowledge and awareness of the issues being addressed
- It aims to develop students' self-respect through the promotion of self-esteem, acknowledging the value of each individual student
- It reflects an understanding of the range of family groups that children live in
- It aims to develop respect and sensitivity to others through a knowledge of difference

It should encourage and support students to:

- Take responsibility for their actions and the consequences of their actions
- Develop beliefs and opinions on complex issues
- Develop trust in relationships with other people

## **2.3 Definition**

*"The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood."*

*(Sex and Relationship Education Guidance, DfEE 2000)*

Sex and relationship education is a lifelong process, involving the growth of knowledge, the development of skills and the exploration of attitudes. Parents/carers have a major responsibility to help children cope with physical

and emotional aspects of growing up. The school will support them in this task.

## **2.4 Aims**

Taking account of the age, maturity and needs of the students, sex and relationship education aims to:

- Give clear information, developing an awareness and understanding of the human body
- Support students to understand and express their feelings through providing the vocabulary, developing confidence and communication skills
- Develop an understanding and valuing of others beliefs, needs and feelings
- Equip students with the skills needed to develop healthy, equal and safe relationships
- Develop an understanding of the individual's ability to make healthy choices
- Provide information and strategies to help keep students safe, both off and online

## **2.5 Organisation**

Since sex and relationship education incorporates the development of self-esteem and relationships, students' learning does not take place exclusively through the taught curriculum but through all aspects of school life.

Delivery of sex and relationship education is taught specifically through agreed topics within the PSHE curriculum and designated class based time. Students have opportunities to discuss and reflect on ideas and to develop skills such as communication skills. A range of teaching and learning styles are used to support student participation. Single gender groups for sex and relationship education are used when appropriate

Parents/carers have a statutory right to withdraw their child from the parts of sex and relationship education that fall outside the national curriculum.

Students cannot be withdrawn from any teaching which is part of the national curriculum (National Curriculum science orders, see appendix C). The school undertakes to inform parents in advance of the onset of work on a programme of study covering sensitive issues. A parent wishing to withdraw their child should discuss this with the head teacher and alternative arrangements will be made.

## **2.6 Resources**

Resources are kept centrally and are approved by the PSHE co-ordinator and the senior leadership team before use. Resources are chosen as appropriate for students' age and maturity and are representative of different cultures, lifestyles and backgrounds.

## **2.7 Assessment, recording and reporting**

The main PSHE policy outlines the procedure for assessment, recording and reporting; additional records may be appropriate when students receive individual tutorial support or work in small groups. Staff should keep records (and share information with parents when appropriate) but should use professional judgement about the detail of reporting necessary or appropriate.

## **2.8 Specific Issues**

### Child protection, sexual abuse

The school is legally required to refer concerns regarding child protection issues, including sexual abuse, to other agencies such as social services. This will mean that sometimes school staff need to support an investigation into the care of individual students attending the school. The investigation does not mean that accusations are being made, but that a concern is being looked into.

(See school's child protection policy and procedures)

### Confidentiality

A trusting relationship between staff and students is an important aspect of effective sex and relationship education, however it is important for students to understand that teachers cannot offer unconditional confidentiality. The member of staff will make a professional judgement about the significance of what an individual student may say based on their knowledge of that student and their particular circumstances. Any concern should be discussed immediately with the deputy or headteacher. Students should be encouraged to talk to their parents/carers about concerns they may have and be informed of sources of confidential help, for example their GP. Setting ground rules within a session concerning sex and relationship issues, offering students opportunities to talk individually with staff at other times, helps prevent possible inappropriate personal disclosures in a classroom setting (see Appendix D). Students should be reassured that, if personal information is passed on to others, it is for their own protection and they will be informed and supported as appropriate.

### Answering difficult questions

If a student asks an explicit or difficult question, staff use their judgement in deciding the best way to answer it. This may be through individual work or discussion with the student. If the staff member is concerned they can refer to the headteacher or deputy who can discuss the matter with the parent, or follow other appropriate procedures.

### Harassment and bullying

Students come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some students may use terms such as "poof", "lesbian" or "gay" as a way to harass other students. This is unacceptable and will be dealt with as any other form of harassment, through

the school behaviour and discipline procedures (see behaviour policy, Greenvale staff handbook)

## **This policy was reviewed and updated in Autumn 2015**

### **2.9 Appendix C**

- The National Curriculum Science orders 2007 states that;  
“The study of science should include the human reproductive cycle includes adolescence, fertilisation and foetal development”

Other documents relating particularly to sex and relationship education:

- The Education Act 1993 – “in all maintained schools any sex education must be provided in such a manner as to encourage young people to have regard to moral considerations and the value of family life.”
- The Education Act 1994 section 241 (2) inserts a definition of sex education that includes information about HIV and AIDS and other sexually transmitted diseases

The Education (Schools) Act 1992 – provides for the inspection of schools by the office for standards in Education (OFSTED). The inspection will make judgements on the personal development, behaviour and welfare of students. Inspection will make a judgement on the effectiveness and impact of the provision for pupils’ spiritual, moral, social and cultural development.

### **2.10 Appendix D**

A working agreement model for use in certain groups:

Each person

- Is worthy of respect and to be listened to
- Is responsible for respecting others and listening to them
- Has the responsibility for choosing what they want to share
- Has the right not to share
- Is responsible for keeping the confidentiality of others
- Is allowed to change their mind
- Is allowed to make mistakes

**Greenvale School Policy Document**  
**Drugs Education**  
**(forming part of the PSHE and Citizenship Policy)**

### **3.1 Rationale**

This policy was developed to ensure that staff, governors and parents are clear about the statutory requirements regarding drugs education. It aims to clarify procedures for dealing with drug related incidents and to provide a clear framework for the teaching of drugs in school that meets the needs of the students. The policy was developed by staff, in consultation with governors and parents.

### **3.2 A definition of drugs**

Drugs are substances that alter the mind or body. This policy is concerned with legal drugs such as alcohol, tobacco, over the counter and prescribed drugs such as tranquillisers and pain killers and illegal drugs such as ecstasy, cannabis and cocaine, crack and heroin. Substance misuse is defined as the use of all illegal and legally obtainable drugs including tobacco, alcohol, volatile substances and medicines obtained without a prescription.

### **3.3 Statutory Duty of School**

The head teacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, parents, LEA and appropriate outside agencies and for the appointment within the school of a substance co-ordinator, who will have general responsibility for handling the daily implementation of this policy. The head teacher will ensure that all staff dealing with substance issues are adequately supported and trained. Certain aspects of drugs education are a statutory requirement as part of the National Curriculum science order, August 1995 (see Appendix D). Additionally, at Greenvale School drug education is provided within the broader context of health and personal and social education.

### **3.4 Implementation**

In instances involving substance misuse or supply on the premises, and following discussion between staff members who know students well, parents will be informed at the earliest opportunity by the head teacher. The school and parents can then work together to support the young person involved. There is no legal obligation to inform the police, though they may be able to give relevant support and advice. Where it is suspected that substances are continuing to be sold on the premises, details regarding those involved with as much information as possible, will be passed to the Police Liaison Officer or Community Affairs Department. The school will consider any substance incident individually and recognise that a variety of responses will be

necessary to deal with incidents. The school will consider very carefully the implications of any action it may take. It seeks to balance the interests of the pupil involved, the other school members and the local community.

### **3.5 Administering Medicines**

The school has procedures for the administering of drugs as set out in the Health and Safety policy. It is also important that students are made fully aware of the need for care with prescribed drugs and that they learn to distinguish between appropriate and inappropriate drugs. All medicines are kept in locked cabinets in school.

(See also school policy "Supporting Pupils with long-term medical conditions")

### **3.6 Managing a drug related incident**

A drug related incident is likely to fit into the following categories;

- A student, parent/carer or staff member is thought to be under the influence of drugs
- A student is found in possession of drugs or associated paraphernalia
- A student discloses that they or a family member/friend are misusing drugs

The priority in every case of an incident will be the safety of individuals, summoning appropriate help before addressing further issues. Each situation will be recorded and a range of responses considered, weighing up the needs of the individual and those of the wider school community. The head teacher will inform, consult and involve other agencies as necessary. The storage of sensitive information about students or staff will be secure and accord with the requirements of the Data Protection Act 1998

### **3.7 Aims of Drug Education**

- To enable students to make healthy informed choices by increasing knowledge, exploring their own and other people's attitudes and developing and practising skills
- Promote positive attitudes towards healthy lifestyles
- Provide accurate information about substances
- Increase understanding about the implications and possible consequences of use and misuse
- Enable students to identify sources of appropriate personal support
- To encourage students to reject drugs because they believe that to be the right thing to do not just because they have been told to "say no".

### **3.8 Organisation**

Objectives are achieved through the PSHE curriculum delivered as appropriate for the students' maturity and level of understanding.

KS3 students will learn about drugs in term 3 – Healthy Living

KS4 students will learn about drugs in term 5 – Health and Safety

KS5 students will learn about drugs in term 3 – Health and Hygiene

The PSHE Curriculum Policy provides relevant information on the following:

Assessment, recording and reporting

Working with outside agencies

Confidentiality

### **This document was reviewed and updated in 2015**

### **3.9 Appendix D**

Statutory req. science orders

### **3.10 Appendix E**

This policy is informed by:

DfES publication Drugs – Guidance for Schools (2004)

DfEE and ACPO drug advice for schools (2012)

Department of Health – [www.doh.gov.uk/drugs](http://www.doh.gov.uk/drugs)

[www.drugs.gov.uk](http://www.drugs.gov.uk)

[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

### **3.11 Appendix F**

#### **Glossary**

#### **Drug incident**

Suspicion or evidence of any situation or specific event involving a drug.

This could relate to a pupil, parent/carer or staff member.

#### **Drug misuse**

Drug misuse is drug taking which leads a person to experience social, psychological, physical or legal problems related to intoxication or regular excessive consumption and/or dependence. It may be part of a wider spectrum of problematic or harmful behaviour and require specific interventions, including treatment.

#### **Drug use**

Drug use is drug taking, for example, consuming alcohol, taking medication or using illegal drugs. Any drug use can potentially lead to harm, whether through intoxication, breach of the law or of school rules, or the possibility of future health problems, although such harm may not be immediately apparent. Drug use will require interventions such as management, education, advice and information, and prevention work to reduce the potential for harm.

Signed ..... Date .....

Position .....