

Corpus Christi Catholic Primary School



PSHCE Policy

Agreed by staff and Governors: March 2011
Review Date: March 2014

Personal, Social, Health and Citizenship Policy

School: Corpus Christi Primary

PSHCE Co-ordinator: Kath Currie

Nominated governor; June Lightfoot

Date of policy: March 2011

Review Date: March 2014

This policy has been approved and adopted by the Governing Body.

Headteacher: Wendy Walsh

Chair of Governors : Gary Kerrigan

Staff representative : Anita Collins

Date : March 2011

This policy is intended to state the school's approach to PSHCE and specifically

- ❑ Sex and Relationships Education, including issues relating to child protection and confidentiality
- ❑ drug education and any issues related to the use of drugs and substances as they affect members of the school community, their safety, well-being and legal responsibilities.

A reference copy is stored in **the main policy folder.**

A full copy or summary will be made available to parents/carers, staff, governors and representatives of partner agencies upon request.

Our Mission Statement

As a Catholic School we aim to encourage and develop the pupils' understanding and appreciation of the Catholic faith.

Guided by the Gospel values we journey as a Christian Family, learning and growing together by:

*Sustaining an environment, built upon Christian values, which is safe and welcoming where the individual needs of pupils are realised.

*Providing a means where by all our community experience the Christian way of life.

*Promoting close links between home, school and parish and raising awareness of the school's role in the wider community.

• Description of Policy Formation and Consultation Process

	Person	date
The policy has been drawn up by Kath Currie in line with national and local recommendations and in consultation with these people :		
Leeds Healthy Schools and Wellbeing/PSHCE Consultant	K. Currie	March 2011
Teacher Adviser for Drug Education, Education Leeds		
Teacher Adviser for SRE, Education Leeds		
School nurse		
Schools Liaison Officer, West Yorkshire Police		
Member of Governing Body		
Member of teaching staff	M Guy L.Horkan	March 2011
Member of school staff		
School Council, Health Forum, pupil, parent representative		
Partnership agency		

- **Staff with key responsibilities for drugs**

Member of staff	Specific responsibilities
K. Currie	<ul style="list-style-type: none"> ❑ Co-ordinating the drug education programme, ensuring a spiral curriculum ❑ Establishing and maintaining links with external agencies ❑ Accessing and co-ordinating training and support for staff ❑ Liaising with link schools to ensure a smooth transition ❑ Policy development and review, including consultation with staff, pupils, parents & carers and local agencies ❑ Implementing the policy; monitoring and assessing its effectiveness in practice ❑ Managing drug-related incidents ❑ Managing Child Protection issues ❑ Liaising with local media

- **Staff with key responsibilities for Sex and Relationships Education**

Member of staff	Specific responsibilities
M. Guy	<ul style="list-style-type: none"> ❑ Co-ordinating the SRE programme, ensuring a spiral curriculum ❑ Establishing and maintaining links with parents ❑ Establishing and maintaining links with external agencies ❑ Accessing and co-ordinating training and support for staff ❑ Liaising with link schools to ensure a smooth transition ❑ Policy development and review, including consultation with staff, pupils, parents & carers and local agencies ❑ Implementing the policy; monitoring and assessing its effectiveness in practice ❑ Managing child protection issues ❑ Liaising with local media

Definitions :

What is Personal, Social, Health and Citizenship Education?

The DfES report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of and responsibility for their lives and play an active part in their own communities.' Personal, Social, Health and Citizenship Education including Sex Education and Drug Education provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.

(Preparing Young People for Adult Life - DfEE)

What is Citizenship?

Citizenship Education is education for citizenship and about citizenship. It implies development of values, skills and understanding: Children need to feel, think and do for citizenship to be effective. It involves:

Social and Moral Responsibility: Pupils learn from the very beginning, self confidence, socially and morally responsible behaviour both in and beyond the classroom towards those in authority and towards each other;

Community Involvement: Pupils learn how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service.

Political Literacy: Pupils learn to actively participate in, and learn about democratic systems and procedures, using these to examine issues and problems and develop appropriate responses.

What is Sex and Relationships Education?

Sex & relationships education is the lifelong learning about physical, moral, social and emotional development. It is about the forming of positive non-exploitative relationships that are based on respect, care and empathy. There are three main elements :

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

(SRE Guidelines, DfES 2000)

Effective sex and relationships education is essential if children and young people are to make and sustain meaningful relationships. We want children to be able to make responsible and well informed decisions about their lives. We want children to have knowledge, skills and understanding to keep themselves and others safe.

The provision of sex and relationships education to all pupils and the teaching of human growth and reproduction based on the values and teachings of our Catholic beliefs along with our science curriculum as set out in the National Curriculum.

Many other important aspects of Sex and Relationships Education are included in the non-statutory PSHCE curriculum

Whilst many SRE Learning Objectives can be viewed as generic PSHCE, the long term PSHCE plan should identify units of SRE in every year group to promote and support the spiral curriculum. Links should also be made with any elements of the SEAL programme being used in school.

Please see Appendix 4 or the PSHCE coordinator for more information

ADD non stat content see App 4

What is Drug Education?

'Drugs' refers to all drugs, legal and illegal, including medicines, volatile substances, alcohol and tobacco

Drug Education should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

(Drugs, Guidance for Schools, DfES 2004)

Drug, alcohol and tobacco education is an explicit, planned component of PSHCE....Drug, alcohol and tobacco education provides a context for enabling pupils to increase their knowledge and understanding of drugs, alcohol and tobacco and to explore attitudes and develop skills for making healthy, informed choices. It should be supported by :

- School values and an ethos that have been developed by all members of the school and the wider community
 - Positive relationships within the school and between the school and wider community
- Whole-school policy and practice that is consistent with the aims of drug, alcohol and tobacco programme. The development of this whole-school approach is supported by the National Health Schools Standard. (QCA 2003)

Drug Education is in the Science National Curriculum :

Key Stage 1 : pupils are taught about the role of drugs as medicines

Key Stage 2 : pupils are taught about the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health

Key Stage 3 : pupils should be taught that the abuse of alcohol, solvents and other drugs affects health

Key Stage 4 : pupils should be taught the effects of solvents, alcohol, tobacco and other drugs on bodily functions.

Drug Education is also taught in the non-statutory PSHCE curriculum
(see Appendix 5 or for details)

The Aims of Personal, Social, Health and Citizenship Education

Generic Personal, Social, Health and Citizenship Education

- ❑ 1a develop self awareness, positive self-esteem and confidence
- ❑ 1b make the most of their abilities
- ❑ 1c develop independence and responsibility
- ❑ 2 play an active role as members of society
- ❑ 3a develop a healthy lifestyle
- ❑ 3b learn to keep themselves and others safe
- ❑ 4a develop effective and satisfying relationships
- ❑ 4b learn to respect the differences between people

(Non-statutory Guidance for PSHCE 2000)

Sex & Relationships Education

- ❑ Learn to manage emotions and relationships confidently and sensitively with self respect and empathy
- ❑ Learn how to avoid and not initiate exploitation and abuse e.g. bullying
- ❑ Learn to make choices and have an awareness of consequences based on an appreciation of difference and absence of prejudice
- ❑ learn how to participate in positive relationships in a considerate and sensitive way, valuing respect and care for self and others
- ❑ learn how to cope with loss at the end of relationships
- ❑ Explore individual and moral issues and develop decision making skills based upon critical thinking
- ❑ Learn and understand physical and emotional development at appropriate stages

Specifically on Sex Education we want our children....

- to celebrate life as a God-given gift
- to understand the life-cycles and life processes
- to appreciate the notion that God intended new life to be the result of a union between (mature) male and female
- (in humans) to associate love as a special feature of this union
- to celebrate their own uniqueness
- to know by name the various parts of the human body
- (with Y5 & Y6 pupils) to recognise, understand and prepare for the body changes that they (and their friends) will undergo in the years ahead (puberty)

Drug Education

- ❑ promote awareness that many drugs have beneficial medical uses but that substances can also be harmful if misused
- ❑ promote a positive view of a non-smoking lifestyle
- ❑ help children develop skills to enable them to cope in a drug-orientated society, based on confidence, self-esteem and assertiveness
- ❑ empower children to develop responsibility towards themselves and others and to be able to seek any support they might need by identifying appropriate local sources of support

National and Local Guidance

The following documents are sources of reference ...

Generic Personal, Social, Health and Citizenship Education

- ❑ Statutory Framework for EYFS : learning and development requirements - Personal, Social and Emotional Development - DCSF
- ❑ Education for Citizenship and the Teaching of Democracy in schools, QCA, 1998 tel: 01787 884444, Order Ref: QCA/98/245
- ❑ Preparing Young People for Adult Life, DfEE, 1999
- ❑ A Framework for Personal, Social and Health Education [PSHE] and Citizenship at Key stages 1-4, QCA/99/405 DfEE and QCA 1999
- ❑ Assessment, recording and reporting in PSHE, QCA Guidance 2005
- ❑ Curriculum 2000 - PSHE and Citizenship Non - Statutory Guidelines
- ❑ National Healthy Schools Programme Support Materials : PSHE (2009)
- ❑ Every Child Matters DfES 2003
- ❑ Citizenship And PSHE: Working With External Contributors - Guidance For Schools QCA

Recommended:

- ❑ PSHE Association (www.pshe-association.org.uk)

Sex and Relationships Education

As an aid to educating the children in the ways of personal development and personal relationships the school has adopted "In The Beginning" scheme of work, which is a wholly Catholic life education programme covering Years 1 - 6 and includes sex education as a key element of the programme. The scheme consists of a carefully structured series of pupil workbooks designed to be completed by the child, partly in school under the guidance of the class teacher, and partly at home along side parents/carers who are encouraged to involve themselves in the child's work through open discussion and assisting in the completion of each set task. It provides both teacher and parent with appropriate 'starting points' on which to build a greater understanding of God, life and life-processes, the sanctity of life, personal development, and the values underpinning socially acceptable behaviour.

Supported throughout by the Leeds Diocesan guidelines (schools RE programme 'The Way, The Truth and The Life') the children will grow to recognise **love** (in its many forms) as central to Christian philosophy, and as the basis of all meaningful relationships.

But these schemes in isolation are not sufficient. Children will also learn on a day-to-day basis from the Christian example set by adults.

□

Drug Education and drug-related issues

- Drugs : Guidance for Schools, DfES 2004
- Joining Forces, ACPO 2006
- National Healthy Schools Standard Guidance, DfES 2005
- Drug Education, NHSS 2003
- Drug Education In Schools, an Update, Ofsted 2002
- Drug, Alcohol & Tobacco Education Curriculum Guidance, QCA 2003
- First steps in Identifying Young People's Substance-related Needs, Drugscope 2003
- National Drug Strategy 2010
- Young People's Substance Misuse Plan, Safer Leeds
- Leeds Alcohol Strategy 2007, Safer Leeds
- Hidden Harm- responding to the needs of children of problem drug users, ACMD 2003 and 2007
- Supporting Pupils with Medical Needs, DfES/DOH 1996

Equal Opportunities

Please refer to Equal Opportunities Policy and the Inclusion/SEN Policy.

Generic Personal, Social, Health and Citizenship Education

The three principles for inclusion are :

A Setting suitable learning challenges

High standards are expected for all children. This will be done by delivering a comprehensive scheme of work which provides continuity and progression for all.

B Responding to children's diverse learning needs

Teaching and learning should be planned so that all lessons are inclusive and all children are enabled to participate fully and effectively.

C Overcoming potential barriers to learning and assessment for individuals and groups of children

Short term planning should seek to lower as much as is possible barriers to learning, participation and assessment through flexible approaches to teaching/learning both in the classroom and in the wider school environment.

Sex & Relationship Education

B Responding to children's diverse learning needs

There is a great need for sensitivity in the approach to sex and relationship education. This will include sensitivity to:-

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of young people
- homophobic bullying and behaviour
- children's age and physical and emotional maturity

C Overcoming potential barriers to learning, participation and assessment for individuals and groups of children

Many children are vulnerable to abuse. It is important that they learn appropriate self protection strategies and are aware of sources of support

Drug Education

B Responding to children's diverse learning needs

There is a need for increased access to information and services for vulnerable groups including children who have been excluded, non-attendeers, looked-after children and children of parents with problematic drug use. Drug Education should take into account children's assessed needs, as well as their age and emotional maturity.

C Overcoming potential barriers to learning and assessment for individuals and groups of children

Drug Education needs to be sensitive to the fact that pupils may have varying attitudes towards drugs which are influenced by their cultural and religious backgrounds and their life experiences, values and beliefs. (DfES 2004)

Delivery and Organisation of Personal, Social, Health and Citizenship Education

Generic Personal, Social, Health and Citizenship Education

Personal, Social, Health and Citizenship Education, Sex Education and Drug Education are part of a whole school approach. PSHCE will be delivered in this way :

- ❑ timetable provision - PSHCE is taught alongside Circle time
- ❑ time allocation 30 mins per fortnight
- ❑ model of provision e.g. circle time, ethos statements, Leeds Scheme of work use throughout the school with weekly ethos statements
- ❑ staffing - class teacher.
- ❑ Other opportunities within and beyond the curriculum: the PSHCE curriculum is closely linked with other areas of the curriculum and is reinforced through assemblies and focus weeks e.g. anti bullying weeks.
- ❑

Sex & Relationships Education

In consultation with parents/carers, governors, community and religious leaders. Sex and Relationships Education will be delivered through :

- ❑ The planned SRE modules across all phases
- ❑ National Curriculum Science
- ❑ RE curriculum
- ❑ PSHCE

Right of withdrawal

Parents or carers have a legal right to withdraw their children from sex education, unless the content is included in National Curriculum Science. Firstly, the class teacher should consult with parents/carers to discuss the reasons why. If parents/carers still choose to withdraw children, the child and family should not be stigmatised for the decision.

The school provides an information leaflet to parents who do withdraw their children. Parents who do withdraw their children should be alerted to possible consequences such as the fact that their child will no doubt hear about the content of lessons from other children and this may be an inappropriate and unsafe way for such information to be shared

Parents should be able to say how their child will receive this content

Our arrangements for pupils withdrawn from SRE are activities linked to the Science Curriculum.

The school will provide support materials for home use.

Drug Education

Drug Education will be delivered from Foundation to Year 6, using a multi-agency approach where possible in :

- ❑ Drug Education modules
- ❑ Science Curriculum
- ❑ PSHCE

There is no provision for withdrawal of pupils from lessons.

Ground rules

Generic Personal, Social, Health and Citizenship Education

Ground rules offer safety and security for children and teachers. A safe climate is ensured through the school rules and Circle Time rules which should be revised regularly. These rules for Foundation to Year 6 are as follows:

- We listen to each other
- We do not say or do anything that would hurt another person
- We do not use people's names within Open Forum
- We signal when we want to say something
- We may say pass
- If a game involves touch we may sit and watch before making a decision to join in.

The school rules for Foundation Years to Year 6 are negotiated within each individual school at the beginning of the academic year.

The classroom rules are negotiated at the beginning and throughout each school year between the teacher and children.

In addition to these rules it would be appropriate for the class teacher to develop a set of negotiated/agreed rules for lessons and discussions related to Sex and Relationship and Drug Education. For example

- We will try not to ask any personal questions
- We will take part in discussion but can choose not to speak
- Only scientific names of body parts/ correct drug terms will be used
- The meaning of words will be explained in a sensible and factual way.

Confidentiality

Please refer to Safeguarding Children/Child Protection policy

Teachers are aware of their responsibility to minimise the chance of pupils making disclosures in the class by using ground rules, distancing techniques and other recognised methods. **When working on sensitive issues**, distancing techniques can be used to protect pupils' privacy and avoid any possible embarrassment. Depersonalising discussion, puppets, using role play to 'act out' scenarios, appropriate videos/dvds and TV extracts, case studies with invented characters and visits to/from outside agencies can all help pupils discuss sensitive issues that develop their decision-making skills in a safe environment.

When children make disclosures, they are placing their trust in the member of staff's judgment and acknowledging that they need help. If a child makes a disclosure, it is

not appropriate for a member of staff to offer complete confidentiality.

Before allowing a child to make a full disclosure, therefore, it is essential that the member of staff should explain to the child that the information might need to be passed on to the Headteacher or designated teacher for Child Protection who may make a record and pursue Child Protection procedures if necessary.

The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies.

Working with Parents, Carers, Governors and Members of the Community

Generic Personal, Social, Health and Citizenship Education

Government directives state the importance of working with parents/carers for the development of personal, social and academic achievements of children. Therefore it is important that parents/carers support what we are doing. We encourage parents/carers involvement through our ethos, home school agreement, newsletters, H.E.L.P groups, learning support teams and other outside agencies where appropriate. We make sure the governors and members of the community are kept up to date and consulted about developments. We do this through a termly newsletter to members of the community and governors.

Sex & Relationships Education

- ❑ In addition to informing parents/carers about the areas of learning relating to sex and relationships education, parents/carers of all age groups, along with members of the wider school community, are invited to discuss the sex and relationships education programme, including aims, policy, content, resources and mode of delivery
- ❑ Age- and needs-appropriate PSHCE relating to puberty that develops SRE beyond the National Curriculum Science programme will be preceded by an additional meeting and letters of confirmation of consent will be required.
- ❑ Letters of confirmation should be stored by the Personal, Social, Health and Citizenship Education co-ordinator until the pupil leaves the school.

Drug Education

- ❑ Parents and carers are informed about the areas of learning relating to drug education
- ❑ Parents and carers are invited to discuss any aspect of the drug education programme
- ❑ The school recognises the importance of raising awareness of drug-related issues among parents, carers and the local community

Working with Visitors and Outside Agencies

Please refer to the school's policy on visitors in school.

Before involving visitors in any aspect of Personal, Social, Health and Citizenship Education including Sex & Relationships Education and Drug Education, teachers should ensure that

- The visitor understands the school's values and approach to the educational programme
- There is appropriate planning, preparatory and follow up work for the sessions
- The visitor understands the emotional, intellectual, cultural, social and ability level of the children involved
- The teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning

- The checklists (**Appendix 3a and 3b**) should be used with the visitor to ensure success.

How this work will be monitored and evaluated and influence future planning :

Our school uses appendix 3b to monitor and evaluate the work undertaken by visitors and outside agencies. This will therefore influence future planning.

Involving pupils in PSHCE

Pupils' involvement in the development of the PSHCE curriculum is intrinsic to an effective PSHCE programme. In our school, we provide opportunities for this through :

- School and Class Councils
- Quality Circle Time
- Active Learning e.g. speaking and listening activities, drama / role play, discussion strategies e.g. diamond nine, talk partners etc
- Pupil and peer assessments / evaluations
- Pupil interviews
- Questionnaires
- Suggestion / worry boxes
- Problem solving

Assessment

Please refer to the school's policy on Assessment.

There is no statutory requirement for end of key stage assessment in PSHCE. However, assessment is required for effective PSHCE teaching and to measure pupils' progress. Use will be made of the QCA end of key stage statements across the year groups as a guide to expectations of progress in learning.

Assessment in PSHCE

- Is planned from the beginning and identified as part of the teaching and learning
- Involves discussions with pupils about learning objectives and outcomes
- Reflects the learning and achievements of all pupils, taking into account their range of learning styles and intelligences
- Measures what we value about PSHCE and not just those aspects that are easy to measure
- Supports the way PSHCE is delivered in the school
- Actively involves pupils as partners in the assessment process, giving opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Gives opportunities for pupils to collect evidence of their achievements that are linked to learning objectives and outcomes of the relevant activities.
- Is ongoing, diagnostic and informs future learning and teaching

Assessment in PSHCE should not imply that children are failing as people or citizens. The assessment process itself must promote children's self esteem by valuing children's contributions and enabling children's voices to be heard.

Pupils are actively involved in effective assessments of their own learning. They will be involved in discussions about how their work is assessed, so that they know and can recognise their achievements. However, it is important to note that not all aspects of PSHE should be assessed e.g. in discussions, pupils may reflect on how issues reflect on their own family or relationships

Monitoring and Evaluation

Please refer to the school's policy on Monitoring and Evaluation.

Generic Personal, Social, Health and Citizenship Education

Monitoring

PSHCE coordinators will monitor the delivery and provision for PSHCE by:

Compiling a portfolio of work that includes anecdotal evidence, parental/carer comments, photographs, children's work etc.

- Observing PSHCE lessons
- Ensuring that ethos statements are used appropriately and effectively.

Evaluation

All staff, on completion of a module, will evaluate the module. This information will be used by the PSHCE coordinator to modify and amend the module. Pupils' views will be incorporated in this process.

Training and Support for Teachers

Please refer to CPD policy

SRE

- All members of the teaching and non-teaching staff will be offered generic SRE training to cover current law and guidance, Learning Outcomes and school policy
- Teaching and non-teaching staff involved in the delivery of SRE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions
- Training and support is organised by who may choose to liaise with
- Teacher Adviser for Sex and Relationships Education, Education Leeds
- The School Nurse

Drug Education

- All members of the teaching and non-teaching staff will be offered regular Drug Awareness Training to encourage confidence in dealing with drug education and

issues relating to drugs in the school community

- ❑ Training and support is organised by _____ who may choose to liaise with....
- ❑ Teacher Adviser for Drug Education, Education Leeds
- ❑ Local young people's drugs services
- ❑ West Yorkshire Police Schools Liaison Officer
- ❑ School Health Service

APPENDIX 1

Resources

A list of resources used to deliver PSHCE is held by the PSHCE coordinator.

Specific Resources for SRE : Diocesan Scheme of work which is 'In the Beginning'

Specific Resources for Drug Education :

- ❑ *D:side programme*
- ❑ *"Nothing"*
- ❑ *PRIDE (Parents' Role in Drug Education)*
- ❑ *"Taking Drugs Literally"*
- ❑ *"Know Your Stuff"*

APPENDIX 2

Reference to Other Linked Policies

This policy is linked to the following policies

- Equal Opportunities*
- Child Protection*
- SEN/Inclusion*
- Behaviour and Discipline*
- Health & Safety*
- Continued Professional Development*
- Assessment, recording and reporting*
- Teaching and learning*
- Monitoring and evaluation*
- Visitors in school*
- Medication*
- RE*
-

APPENDIX 3a

Checklist PRIOR to visit

Checklist For Schools And Agencies	
TIME AND PLACE	
Date(s) of Involvement:	Time: From to Number of days / weeks:
Venue / room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans: Attached: yes / no To be forwarded to:
PEOPLE	
School:	Agency name:

Contact details:	Specialism:
School address: Tel No: E-mail:	Agency address: Tel No: E-mail:
Child protection teacher: Learning mentor / other contact:	Agency contact: Other Contact:
Teachers to be involved:	Do parents need to be consulted before the session? yes / no
Have disclosure / confidentiality procedures been discussed? yes / no Other policies for consideration:	Is the school satisfied with the agencies CRB / liability arrangements? yes / no
Number of pupils: Key Stage: Year Group:	Learning needs: Other / individual needs:
Intended learning outcomes:	What has been taught previously? How will the work be continued?
How will skills and progress be assessed?	Who will be present? How will they support the session?
How does the work support the CPD of teachers e.g. team teaching?	Do staff require / want any additional training? yes / no
How will the effectiveness of the session be evaluated by pupils? How will the effectiveness of the session be evaluated by adults?	Which routes for referral, procedures and services will pupils be signposted to?
AGREEMENTS	

Have any expenses been agreed to? yes / no	
Checklist completed by: Designation: Date: Meeting carried out: in person / by phone / other (please circle)	

Acknowledgements : ABC Leeds 2006

APPENDIX 3b Checklist DURING & AFTER visit

<u>Joint Evaluation Form</u>		
Please fill this in together where possible		
Aim of session:		Session date:
		Time:
Agency:		Year group:
School:		Class:
Question	Scale 1 - 10	How do you know?
1. How well did the programme meet the needs of young people?		
2. How well has the work developed the skills of pupils to manage their wellbeing?		
3. How well has the input contributed to the PSHE Schemes Of Work?		

4. Has there been an impact on staff skills and confidence?		
5. How well did the pre-planning support the session / visit?		
6. How will the work be continued and / or adopted into the Schemes Of Work next year?		
7. Were there any elements that could be improved in the future?		
8. Any other comments?		
Please keep a copy for your records.		

Acknowledgements : ABC Leeds 2006

APPENDIX 4

Specific issues relating to Sex and Relationships Education

What is Sex and Relationships Education?

Sex & relationships education (SRE) is the lifelong learning about physical, moral, social and emotional development. It is about the forming of positive non-exploitative relationships that are based on respect, care and empathy. There are three main elements :

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

(SRE Guidelines, DfES 2000)

Effective sex and relationship education is essential if children and young people are to make and sustain meaningful relationships. We want children to be able to make responsible and well informed decisions about their lives. We want children to have knowledge skills, skills and understanding to keep themselves and others safe.

Some aspects of Sex and Relationships Education are in the Science National Curriculum and are STATUTORY

Key Stage 1 : pupils are taught to recognise and name the main external parts of the

body, that humans and other animals can produce offspring, that these offspring grow into adults and to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2 : pupils are taught about the main stages of the human life cycle and reproduction as one of the life processes

Many other important aspects of Sex and Relationships Education are included in the non-statutory PSHCE curriculum

Booklet 1: IN THE BEGINNING. Aimed at Year 1 pupils:

~presents God's great plan - Creation

~it recognises all living things - divided into families and into MALE and FEMALE

~it presents the word SEX as a division of gender

~it shows families with adults & young, and eventually places humans into this plan

~it reminds us of the way God wants us to live together...in friendship, in love and in Him

Booklet 2: GOD MADE ME. Aimed at Year 2 pupils:

~ it puts the child in the context of their own family, surrounded by LOVE and CARE

~ it explores the individuality of the child and recognises their VALUE

~ it explores the human body, naming parts (including PENIS and VAGINA)

~ it acknowledges our imperfections and encourages pride in being who we are ie. developing

the 'feel-good factor' about ones self

~ it promotes HEALTH EDUCATION and focuses on experts who support our bodily needs eg.

Doctors

~ it explores actions, consequences and responsibility

~ it develops GOOD CITIZENSHIP

Booklet 3: GOD - THE MASTER DESIGNER. Aimed at Year 3 pupils: uses flowers as its main focus and develops

~ male and female parts and functions

~pollination and fertilization, reproduction and life cycle

~our relationship with God through the Mass, Prayer and the Gospels

~the importance of communication

~good Citizenship and an 'active' response to our Faith in support of the needy

Booklet 4: GOD - THE CARING PROTECTOR. Aimed at Year 4 pupils: uses FISH as its

main focus and develops

- ~ male and female identification (naming parts)
- ~ home -building and courtship
- ~ mating, laying of eggs (female) and fertilizing with sperm (male)
- ~ aftercare, protection of young and life cycle
- ~ parental responsibility
- ~ developing responsibility and care of a world given to us by God

Booklet 5: GOD - THE GREAT PROVIDER. Aimed at Year 5 pupils: uses BIRDS as its

main focus and develops

- ~ male and female identification (naming parts)
- ~ home -building and courtship and life cycle
- ~ mating, passing of sperm, fertilization of eggs inside the female
- ~ shared responsibility of parenthood - incubation, feeding hatching, aftercare
- ~ partnerships or life
- ~ good friendships and bad peer pressure
- ~ society and contribution
- ~ Christ in our lives; living our Faith

Booklet 6: GOD - THE FRIEND AND NEIGHBOUR. Aimed at Year 5 pupils: uses RABBITS

as its main focus and develops

- ~ male and female identification (naming parts)
- ~ courtship, mating, home -building and life cycle
- ~ mating, internal fertilization via penis and vagina
- ~ birth, feeding (suckling), aftercare of young, parental responsibility
- ~ knowing yourself and how others might see you
- ~ understand true friendship and love
- ~ respect for others and those in need
- ~ living the Gospels

Booklet 7: GOD - THE IMAGE MAKER (PART 1) Aimed at Year 6 pupils: uses HUMANS

as its main focus and develops

- ~ friendships and relationships via (late-teens) boy meets girl relationship which steadily develops - attraction, friendship, falling in love, engagement, planning a future, marriage, setting up home, having a family
- ~ male and female parts and functions
- ~ the act of making love (producing new life)
- ~ the developing embryo / things don't always go to plan
- ~ pregnancy and associated care of both mother and child
- ~ the joy of birth and life cycle

Booklet 8: GOD -: THE IMAGE MAKER (PART 2) Aimed at Year 6 pupils continues from

the point of BIRTH and develops

- ~ helplessness of a new born baby / need for support
- ~ physical growth, support and decision making (including problem solving)
- ~ spiritual growth and the importance of the Sacraments
- ~ the uniqueness of the individual through genes, family characteristics, outward appearances, inner feelings, attitudes towards others with Christ as the example
- ~ personal hygiene, resisting peer pressure ~ drugs, smoking and alcohol
- ~ personal timelines - past, present and future
- ~ a review of life / a time for making good decisions
- ~ a call for God / Christ to enter our lives and help us to become as He intended

Whilst many SRE Learning Objectives can be viewed as generic PSHCE, the long term PSHCE plan should identify units of SRE in every year group to promote and support the spiral curriculum. Links should also be made with any elements of the SEAL programme being used in school.

Please see the PSHCE coordinator for more information

Working with parents and carers :

- ❑ In addition to informing parents/carers about the areas of learning relating to sex and relationships education, parents/carers of all age groups, along with members of the wider school community, are invited to discuss the sex and relationships education programme, including aims, policy, content, resources and mode of delivery
- ❑ Age- and needs-appropriate PSHCE relating to puberty that develops SRE beyond the National Curriculum Science programme will be preceded by an additional meeting and letters of confirmation of consent will be required.
- ❑ Letters of confirmation should be stored by the Personal, Social, Health and

Citizenship Education co-ordinator until the pupil leaves the school.

Delivery and Organisation

In consultation with parents/carers, governors, community and religious leaders, Sex and Relationships Education will be delivered through :

- The planned SRE modules across all phases
- National Curriculum Science
- RE curriculum
- PSHCE

A medium term module summary is available. Please see for more detail.

Right of withdrawal

Parents or carers have a legal right to withdraw their children from sex education, unless the content is included in National Curriculum Science. Firstly, the class teacher should consult with parents/carers to discuss the reasons why. If parents/carers still choose to withdraw children, the child and family should not be stigmatised for the decision.

The school provides an information leaflet to parents who do withdraw their children. Parents who do withdraw their children should be alerted to possible consequences such as the fact that their child will no doubt hear about the content of lessons from other children and this may be an inappropriate and unsafe way for such information to be shared

Parents should be able to say how their child will receive this content

Our arrangements for pupils withdrawn from SRE are activities linked to the Science Curriculum.

The school will provide support materials for home use.

Enquiries and complaints procedures

If a parent/carer wishes to find out more about any aspect SRE, they should contact the class teacher. If they wish to make a complaint about any aspect of SRE, they should contact the headteacher.

APPENDIX 5

Specific issues relating to Drug Education and drug-related issues

What is a drug?

Current educational thinking agrees that a drug is 'any substance which when taken changes the way the body works or how a person behaves, thinks and feels.'

(Drugscope) The word 'drug' includes

- All legal drugs, including tobacco, alcohol, solvents & volatile substances, misused medicines and social drugs like alkyl nitrites (poppers)
- All illegal drugs
- Prescribed and over-the-counter medicines

What is Drug Education?

Drug Education should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

(Drugs, Guidance for Schools, DfES 2004)

Drug, alcohol and tobacco education is an explicit, planned component of PSHCE....Drug, alcohol and tobacco education provides a context for enabling pupils to increase their knowledge and understanding of drugs, alcohol and tobacco and to explore attitudes and develop skills for making healthy, informed choices. It should be supported by :

- School values and an ethos that have been developed by all members of the school and the wider community
- Positive relationships within the school and between the school and wider community

Whole-school policy and practice that is consistent with the aims of drug, alcohol and tobacco programme. The development of this whole-school approach is supported by the National Health Schools Standard. (QCA 2003)

Drug Education is in the Science National Curriculum :

Key Stage 1 : pupils are taught about the role of drugs as medicines

Key Stage 2 : pupils are taught about the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health

Key Stage 3 : pupils should be taught that the abuse of alcohol, solvents and other drugs affects health

Key Stage 4 : pupils should be taught the effects of solvents, alcohol, tobacco and other drugs on bodily functions.

Drug Education is also taught in the non-statutory PSHCE curriculum

Key stage 1 :

Key Stage 2 :

Parents' and Carers' role in drug education :

- ❑ Parents and carers are informed about the areas of learning relating to drug education
- ❑ Parents and carers are invited to discuss any aspect of the drug education programme
- ❑ The school recognises the importance of raising awareness of drug-related issues among parents, carers and the local community

MANAGEMENT OF DRUG RELATED INCIDENTS

In managing drug-related incidents, the term 'school' refers to

- ❑ the buildings and grounds within the school perimeter at times when pupils are authorised to be on the premises
- ❑ any location visited by pupils as part of an organised school visit

The school will deal with the impact on the health and wellbeing of pupils of anything that happens in the immediate vicinity of the school.

Drug using carers and their children

If a member of staff suspects that a parent or carer is misusing drugs and that there is a risk to the child, this should be reported to the designated teacher for Child Protection and the Headteacher. For guidelines on assessing risk, see Child Protection Policy.

For guidance on dealing with a parent or carer affected by substances on school premises, see **Action Chart ?**.

Prescribed and non-prescribed medicines :

Please refer to the schools' Medication Policy

Smoking :

This school is a smokefree school. We request that everyone observe this, both in the

grounds and in the building.

School staff and visitors who smoke should make their own arrangements off the school premises, out of sight of all pupils, within the terms of their contract of employment. Support is available staff who wish to stop smoking.

It is an offence under Smokefree England legislation July 2007 for the school knowingly to allow smoking in the school buildings or any sheltered area attached to the buildings. Any adult found smoking could be subject to an on the spot fine of £50 by the Environmental Health Department. The school could be fined £2500.

Our school grounds are smokefree in line with our Healthy Schools policy (NHSS 1.6)

Parents and visitors who smoke are asked not to do this in sight of the school, in order to support the non-smoking message we hope to instil in our pupils.

Pupils who are found with cigarettes and associated products or who are found to be smoking will be dealt with according to the procedures outlined in **Action Chart ?**.

Alcohol :

No member of staff may bring alcohol to school for consumption or consume alcohol during the school day. Any teacher who does so may be subject to disciplinary procedures.

Alcohol is permitted for staff and parent social events held out of school time. It is the responsibility of each individual to ensure they use alcohol sensibly.

Alcohol may not be sold at social events unless the headteacher and governing body have agreed and obtained the necessary license.

Pupils who bring alcohol to school or are affected by alcohol will be dealt with according to the procedures outlined in **Action Chart ?**.

Volatile Substances :

- ❑ Volatile substances includes gases, aerosols, glues and other products which might be inhaled for their effect.
- ❑ The storage of authorised volatile substances is covered in the Health & Safety policy
- ❑ Staff are responsible for ensuring the safe use of essential volatile substances in the school
- ❑ Pupils should not need to bring volatile substances to school, including aerosol deodorants, spray hair products, glues or correction fluid.

- Unauthorised products will be confiscated. Refer to Behaviour & Discipline policy

Staff should be made aware of the physical effects of VSA, particularly the possible effect on heart rhythm. It is essential that a calm atmosphere is maintained if a pupil is found to be intoxicated, in order to avoid shock and / or heart failure. For guidance on how to deal with a situation related to Volatile Substance Abuse, please refer to **Action Chart ?**.

Illegal drugs :

Please refer to **Action Chart ? and ?**

Guidelines for the safe handling, collection and disposal of hypodermic needles and syringes

Staff should remind children regularly of what to do if they find any substance or drug-related equipment to ensure their safety.

The procedure is :

1. Stay calm
2. Do not touch anything
3. Send someone to get the nearest member of staff to deal with it
4. Only members of staff should (safely) pick up the object
5. Place in Needle Safe (contact Leeds City Council Discarded Needles Helpline 0800 1386227)
6. Please refer to guidelines for safe handling in Health and Safety Policy, Appendix ?

Do **not** dispose of potentially dangerous objects in school bins

Action Charts relating to drug incidents :

- Handling drugs and substances
- Smoking
- Alcohol and Volatile Substances
- Parents, carers and visitors on school premises affected by use of drugs & substances
- Disclosure of drug or substance use

Safe administering medication to pupils

Proprietary medicines :

- ❑ No member of staff may give any kind of medicine to a pupil. This includes painkillers.
- ❑ Pupils should not need to bring to school proprietary medicines like painkillers and cough mixtures.
- ❑ If a parent or carer believes their child needs to take such medicine, they should come to school to administer this personally.
- ❑ In exceptional circumstances, a member of staff may seek a parent's or carer's permission by telephone to give a required medicine such as paracetamol.

Prescribed medicines :

- ❑ If a pupil is required to take prescribed medication, parents / carers should advise the school, either by informing in writing or by speaking to her personally at the school office.
- ❑ If a pupil is likely to suffer any contra-indications such as drowsiness, the school must be informed.
- ❑ Medicines should be handed by the parent or carer to the school office for safe storage. There is a signing in and out book to record this.
- ❑ All medicines should be labelled clearly.
- ❑ Medicines will be stored appropriately and controlled medicines will be locked in ...
- ❑ A written record is maintained by to show when any medicine has been given to a pupil.

Inhalers :

Please refer to the Asthma Policy

Epipens :

Local Support

The following local services provide support for individuals with problematic or potentially problematic drug use. This information and support is available for all members of the school community - pupils, staff and parents concerned about problematic drug use are entitled to support.

Alcohol	Alcohol and Drug Services Leeds Addiction Unit	0113 2470111 0113 2951300
Smoking	NHS Leeds Stop Smoking Service	0800 169 4219
Drug use Alcohol Volatile Substance Abuse	Platform (10-19) Leeds Addiction Unit Multiple Choice (17+)	<i>Details to follow Jan 2011</i> 0113 2951300 0113 2456616
Drug Education	Children In Crisis d:side (KS2)	0113 2225507

Support for parents and carers	GASPED	0113 2450100 Helpline : 0845 146 0002
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Useful national websites and contacts

Drugscope	www.drugscope.org.uk		Information updates on drugs
Frank	www.talktofrank.com	0800 77 66 00	Information on all drugs, support
Alcohol Concern	www.alcoholconcern.org.uk		Information, support
Adfam Family Drug Support	www.adfam.org.uk	020 7928 8898	Information, support
NHS	www.nhsdirect.nhs.uk	0845 46 47	Information on all aspects of health, support
Re-solv	www.re-solv.org		Information, training on volatile substances
Roy Castle Lung Cancer Foundation	www.roycastle.org		Information about smoking
Home Office	www.drugs.gov.uk		Information about law

Acknowledgements :

- The Learning Zone, Leeds
- Drugs & Schools Group, Leeds

PLATINUM AWARD

Application form

The award is for organisations and businesses promoting a smokefree environment which is more than the minimum legal requirements of the Smokefree Legislation 1 July 2007. (See below)



1. Your Name

2. Title:

3. Name of Organisation and Address:

4. Email address:

3. Briefly describe what you are doing which is more than that legally required by the Smokefree Legislation. Examples of an activity would meet the award criteria: making your grounds smokefree; supporting staff who want to stop smoking; refusing to sell tobacco products in a shop which formerly did so etc.

4. Signature:

Requirements of the Smokefree Legislation 1 July 2007

- All enclosed public places and working places, including offices, factories, schools, shops, pubs, bars, restaurants, membership clubs, public transport and work vehicles used by more than one person are smokefree. Smoking rooms are not allowed.
- No Smoking signage is displayed at all public entrances of buildings and in company vehicles.
- The employer/manager discourages smoking in a smoke-free place.

For more information, visit www.smokefreeengland.co.uk

Please return form to Gemma Mann, Health Improvement Specialist for Tobacco Control, Leeds NHS, North-West House, Ring Road, West Park, Leeds LS16 6QG or email it to Jan Brown, Teacher Adviser for Drug Education jan.brown@educationleeds.co.uk