



OAKWORTH PRIMARY SCHOOL
“committed to the safety and welfare of its pupils”

**PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY
(PSHCE)**

Personal, Social, Health and Citizenship Education Policy (PSHCE) including sex and relationships, drugs education and healthy lifestyles.

RATIONALE

At Oakworth Primary School teacher expectation is to provide a caring, happy and safe environment, which encourages high expectations of achievement and behaviour, and enables individuals to develop their potential in all aspects of the curriculum. Our motto ‘Together we learn, together we grow’ fully supports our work. We encourage and value links between school and the community. We aim to foster attitudes which will instil self confidence, create a sense of personal excellence and help pupils acquire the knowledge and skills relevant to life and work, and become a valued member of a fast changing, multicultural world.

Oakworth Primary School has expectations of its pupils to:

- Be kind and helpful to others
- Achieve great things
- Work hard
- Be the best

Definitions

PSHCE in school is reflected in the schools aims and ethos at all times. We see PSHCE to be the physical, emotional, social and spiritual well being of each individual in an environment where they are positively encouraged to develop confidence and respect for themselves and others.

Sex and relationships education

The school, in partnership with others, has a responsibility for preparing pupils for the opportunities, responsibilities and experiences of life. We believe it is important to help children feel secure about the emotional and physical changes that take place as they grow to adolescence and to develop the necessary skills and positive attitudes for supportive relationships, both now and when they are adults. The school therefore addresses sex and relationships education within its PSHCE and science programmes.

Drug Education

Through drug education pupils will be provided with opportunities to develop and appreciate the benefits of a healthy lifestyle. In trying to create a safe environment for the children at our school, we do not condone the improper use of legal substances such as alcohol, tobacco, medicines and solvents, or the use or supply of illicit substances and will take seriously any attempt to do so. Procedures for dealing with suspicions about substances misuse are identified in the guidelines for this policy.

Citizenship

Citizenship enables pupils to become healthy, independent and responsible members of society. We encourage pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Healthy Lifestyles

The whole school healthy school policy focuses on improving the health and well being of everyone. Healthy lifestyles and messages being given across the school are consistent and are reflected in all aspects of school life including food provided at lunchtimes, breakfast clubs, the promotion of food and physical activity in the curriculum and extra curricular activities.

AIMS

As a school we aim to achieve the following:

- ✓ To make PSHCE a whole school responsibility, working in collaboration with parents and the wider community.
- ✓ To help each individual to develop self-esteem, self respect and self worth.
- ✓ To create a non-threatening supportive environment where concerns can be discussed, questions asked and experiences shared.
- ✓ To develop skills such as the sharing of feelings, emotions, opinions, informed choices, getting help and understanding the needs of others.
- ✓ To develop an informed appreciation of people's beliefs, attitudes and values, also respecting others whilst avoiding stereotyping.
- ✓ To develop strategies to cope with peer pressure and to accept responsibility for their own actions.
- ✓ To raise awareness of the importance of a safe and healthy lifestyle by providing accurate and balanced information at the appropriate level.
- ✓ To provide reassurance regarding the changes that take place as children grow towards adolescence.
- ✓ To develop appreciation of stable and caring relationships.
- ✓ To provide understanding about the importance of a healthy lifestyle and foster the development of outside interests and leisure activities.
- ✓ To ensure that all aspects of school life promote the health and well being of pupils, staff and visitors to the school.
- ✓ To help children understand that children have rights and should have control over whom touches their bodies.

OBJECTIVES

We shall achieve the above aims:

- ✓ By providing knowledge, understanding and support about physical, emotional, social, spiritual and creative development that occurs as pupils grow. (See schemes of work for PSHCE, science, P.E and English)
- ✓ By developing an awareness of the effects of people's actions and an acceptance of responsibility for their own actions and having a shared understanding of values. (refer to Anti – bullying strategies)
- ✓ By offering a range of learning styles and experiences using a variety of approaches.

- ✓ By acknowledging behaviour and academic and social achievement through a reward system, including valuing contributions and praising achievements. (Star of the Week assembly, text messages home, in-class reward systems and a positive behaviour policy). By providing information about how the body works and the effects on it of healthy eating, physical activity, harmful activities and substances. (See spiral curriculum for PSHCE and science curriculum).
By providing pastoral support for pupils and appropriate liaison with parents and outside agencies (Staff governor and parents, use of police liaison officer, school nurse)
- ✓ By creating opportunities for pupils to talk to each other and reflect on their attitudes and values. (see PSHCE curriculum, literacy curriculum)
- ✓ By identifying named people to oversee the PSHCE policy.
PSHCE Co-Ordinator: Mrs Rachel Hutley and Mrs Wise.
Designated Safeguarding Leader: Mrs Jenny Mayo (Headteacher)
Governor with responsibility for child protection: Rev. John Rogers
- ✓ By being role models that value caring relationships and healthy lifestyles, as well as inviting good role models into school. (Police liaison officer)
- ✓ By identifying and offering appropriate professional development to all staff, including aspects of confidentiality.
- ✓ By involving all appropriate staff in the production and dissemination of the PSHCE policy. (Staff meetings, key stage meetings, support staff meetings)
- ✓ By encouraging appropriate parental involvement in the life of the school (P.I.W. Mrs Helen Scargill)
- ✓ By inviting attendance at our nurture room for breakfast, during lesson times, playtimes and lunchtimes (Pastoral Support Worker: Mrs Paula Calvert and Mrs Shackleton).

PRIMARY SCHOOL GUIDELINES

The management procedures and systems, roles and responsibilities for putting the policy into practice.

Delivery

PSHCE is delivered throughout the school and encompasses a whole-school ethos.

Social Inclusion

This is an important part of the development of the whole child. Children need to recognise their own worth, work well with others and be responsible members of the community in which they live. In order to cope, in social situations PSHCE helps develop:

- Interaction with each other;
- Expressive language;
- Reasoning skills;
- Listening skills;
- The ability to take turns.

Delivery of the PSHCE Curriculum

The PSHCE programme will aim to develop knowledge, skills and attitudes according to the individual needs of each pupil.

Teaching and Learning Strategies

PSHCE is taught through a combination of:

- Specially time-tabled lessons (mainly KS2) (single sex may be appropriate for some aspects of sex/relationships education);

- As an integral part of other subject areas;
- School activities and events.

The school is committed to maintaining a supportive environment for its pupils and to encouraging positive and trusting relationships between adults and children and children and children.

Teaching and Learning is most effective when it is participative and active, children are encouraged to take part in a range of tasks that promote active citizenship.

The following strategies may be used:

- Assemblies;
- Active learning (discussion, listening to views of others, exploration); problem solving activities
- Setting ground rules for PSHCE lessons;
- 'Circle times';
- Distancing techniques (eg drama, role play, case studies, puppets, quizzes);
- Written information;
- ICT;
- Time allowed for reflection;
- Surveys, questionnaires;
- Visitors from the local community (school nurse, police school liaison officers);
- Visits;
- Videos;
- Clubs;
- School Council;
- Healthy Schools.

PSHE and Citizenship and ICT

ICT in PSHE and Citizenship enables children to learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT and they also gain an insight into the interdependence of ICT users around the world. Online role-play software such as Hazards in the kitchen and bathroom programmes on the interactive whiteboards, provides a very safe arena to try out actions without harmful consequences.

Identifying Enrichment Opportunities

Examples of these include visits, outside speakers, clubs, fund raising events, environmental projects, theatre groups, special projects and health based activities. During the year, such additional events contribute to the personal and social development of pupils.

Curriculum Content and Schemes of Work

Flexibility is required in planning and teaching so that the individual needs of each learner are carefully considered.

See schemes of work and long and medium-term planning document which cross references to other subject areas, eg English, Literacy, RE, PE, D & T and Science. PSHCE is delivered through the Bradford Spiral curriculum.

The Foundation Stage

We teach PSHE and Citizenship in Reception classes as an integral part of the curriculum. As the Reception classes are part of the Foundation Stage of the National Curriculum, we relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the EYFS curriculum. Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in Reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

Citizenship

Citizenship education will support young people to participate in community affairs as they will be active, informed, critical and responsible citizens.

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.

Resources

We keep units of work and resources for PSHCE in a central location which is easily accessible to all staff. We have additional resources in the library.

Assessment of Children's Work

The assessment process must promote self esteem by valuing contributions and enabling children's voices to be heard.

Although there is no formal assessment at Key Stages 1 and 2, reference is made throughout the child's time at school on an informal basis, eg:

- taking, increasing responsibility for their behaviour and actions and have become increasingly aware of the consequences;
- have increased understanding about how their body works and how to keep safe and healthy; and
- can give and get help;
- self-assessment by children plays an important part;
- opportunities are provided for them to **reflect** and **review** their knowledge and understanding, skills and attitudes, and **record**, their own achievements.

Handling Sensitive Issues/Answering Difficult Questions (eg bereavement, homophobic bullying, SRE, drugs issues)

Whilst accepting that children will often disclose information or ask questions of a sensitive nature, such information will be discussed in a small group or single gender group or on a one-to-one basis, outside the classroom situation.

- listen and assess situation with care before taking any action;
- keep the welfare of the child as the focus;
- if necessary explain that 'secrets' cannot be kept from others who may be able to help
- explain reasons for concern;
- consider range of options available and possible consequences (both positive and negative);
- consult with/get help from colleagues;
- inform designated safe guarding lead / parents / CPOMS nurture staff and outside agencies/ 11.

Sex and Relationships

- Sex and Relationships in school is based on the DfES document Sex and Relationships Guidance
- SRE is defined as learning about physical, moral and emotional development.
- We encourage members of the community to work with us and provide advice and support to children; eg the school nurse and other health professionals.
- SRE lessons are conducted in a sensitive manner, however, if a child makes a reference which causes the teachers concern regarding sexual activity or abuse the matter will be dealt with as a child protection issue.

Sex and Relationships Education in the curriculum

Sex and Relationships education is supported by the school's wider curriculum for PSHCE. At primary level it should

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Provide information about the names of parts of the body and describe how the body works;
- Prepare young people for puberty;
- Develop the skills and attitudes to enable young people to protect themselves and ask for help and support.
- Be taught through other areas of study especially in science.

Complaints Procedure/Right to Withdraw

Parents can choose to withdraw their children from all or part of sex education where it is provided outside the statutory programmes of study within the National Curriculum. If a parent wishes their child to be withdrawn they should discuss this with the Headteacher and make it clear which aspects of the programme they do not want their child to participate in. It may be necessary to make parents aware of the implications of removing their child; eg how it may make them feel and how it may affect their relationships with other children.

Roles and Responsibilities

PSHCE Co-ordinators : Mrs Rachael Hutley, Mrs Elizabeth Wise
Designated Safeguarding Leader: Mrs Jenni Mayo.

The nominated Safeguarding Governor will be expected to:

- support the Headteacher in following guidelines;
- be the designated governor with specific responsibility;
- keep themselves up to date with the local health related issues including drugs;
- help to monitor the effectiveness of the PSHCE policy (including sex, relationships and drugs education);
- liaise with parents and share their concerns and issues with school leadership team.
- be involved in the relevant section of the school improvement plan.



Parents are encouraged to take part in the life of the school (Parental Consultations, Educational evenings, School meetings, assisting with school trips and visits, helping in school, supporting school procedures on discipline, Home/School Agreement, etc.)

Promoting a Healthy Lifestyle including food and physical activity

To ensure that all aspects of school life promote the health and well being of pupils, staff and visitors, the school will:

- review the formal curriculum to ensure information relating to all aspects of Healthy Schools is consistent and up to date;
- work with the school caterer to promote healthy eating choices: eg lunchtimes, breakfast clubs;
- establish a healthy lifestyle event in school to promote all aspects of health and wellbeing;
- introduce after school clubs including sporting activities.
- support healthy eating and drinking throughout the school day;
- ensure that all aspects of health and safety are met;
- acknowledge that staff and other adults are influential role models for pupils and should demonstrate appropriate interactions, adult to adult and adult to child, as well as demonstrating healthy choices in front of children.

Drugs at School

- Pupils may not bring prescribed medication into school. Parents may visit the school in the lunch break to bring and administer prescribed medication themselves, by prior arrangement with the Headteacher.
- Where children have medical needs, parents must give the school details of the child's condition and medication. Parents will bring the medication to school in a secure, labelled container. Records will be kept of all medication received and given. Emergency medication may be stored securely in the classroom or school office.
- Solvents and other hazardous chemicals must be stored securely, to prevent inappropriate access, or use by pupils. Teachers must use with caution solvent-based Tippex, aerosols, glues, maker pens and board cleaning fluids.
- The school accepts the policy of "No Smoking" anywhere in the school building or school grounds. Members of staff who smoke must keep their tobacco and matches or lighters secure.
- Alcohol may occasionally be used by staff on social occasions on school premises but it is the governors' expectation that staff do not consume alcohol and then teach or take responsibility for pupils (including on school trips). Alcohol to be consumed at community or parents' events will be stored securely beforehand, out of view of pupils.

Drugs Education in the curriculum

- Drug education is an entitlement for every pupil and should be delivered through well-planned PSHE and Citizenship provision; non-statutory guidance and the statutory requirements within the National Curriculum Science Order.

Primary Schools

At Key Stage 1 pupils learn about being safe with medicines and household substances and the basic skills for making healthy choices and following safety rules.

At Key Stage 2 pupils learn about the effects and risks of alcohol, tobacco and volatile substances and illegal drugs and basic skills to manage risky situations. They learn how to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility of their actions.

Managing Incidents/Drug Awareness

- In the case of suspected use and a school member apparently is under the influence of a substance, the first aider will be informed and appropriate action taken. eg dialling 999 for an ambulance; placing unconscious people in the recovery position;
- Persons suspected of being intoxicated from inhaling a volatile substance will be kept calm, chasing can place intolerable strain on the heart, thus precipitating sudden death;
- When discarded sharps (syringes) are found, the caretaker will be immediately informed; 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:
 - stay calm;
 - do not touch anything;
 - send for the caretaker of member of staff;
 - do not dispose of objects in school bins;
- Any drug suspected of being illegal will be confiscated and stored securely, awaiting disposal. These precautions must be witnessed and recorded. Staff should not taste unknown or confiscated substances;
- Where a pupil is suspected of concealing an unauthorised drug, staff are NOT permitted to carry out personal searches but may search trays and lockers or school equipment;
- For the management of suspected substance related incidents, the flow chart produced in liaison between the West Yorkshire Police and Education Bradford will be followed (see staff room wall), personal copies will also be given to all staff.

Bereavement

People and circumstances are different, therefore, the individual plan should be personal to each child/family and develop as time passes and events change. At all times, the school staff will attempt to be sympathetic and supportive. The parents should appreciate that the areas of death, divorce and serious family illness are aspects of life which our teachers may not have experienced widely. Intentions are well meant and communication is the key.

Following discussion and depending on circumstances and personal preference, a referral could be made to the nurture team.

Equality

All staff at Oakworth Primary School promote equality and good community relations and avoid discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation, or socio-economic circumstances.

Monitoring and Evaluation

Pupil assessment and objectives in the policy will serve as the criteria for a rolling programme of evaluation as part of the school development planning and review process.

- All staff and pupils will be involved in the evaluation process;
- monitoring and development of PSHCE throughout the school is primarily the responsibility of the PSHCE co-ordinator, Safeguarding governor and Headteacher, in co-operation with the class teachers and all school staff;
- regular reviews will be held, samples of children's work monitored and lessons observed;
- the PSHCE co-ordinator will identify the INSET needs of colleagues and ensure that adequate resources are available for the teaching of PSHCE. Strengths and weaknesses in the subject will be addressed and specific areas for further improvement indicated.



This policy will be reviewed every two years, or earlier if necessary. If the policy needs modification then any recommendations from parents, pupils, staff and governors will be included

A handwritten signature in black ink, appearing to be 'A. [unclear]', is written over a horizontal line.

Signed:

Chair of Governors

Date: 15 November 2017