



## **PERSONAL, SOCIAL, HEALTH EDUCATION & CITIZENSHIP POLICY**

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## **HANSLOPE SCHOOL**

### **Personal, Social and Health Education and Citizenship Policy**

The overall atmosphere and type of learning environment created by a school is vital to the personal growth and development of all children. The organisation and rules, the relationships of staff with children all carry significant messages about the values the school places on promoting positive attitudes, behaviour and codes of conduct. The part of the 'hidden' curriculum is as important as the quality of the teaching and learning that takes place. At Hanslope School, the whole staff share common attitudes and beliefs about the kinds of values and behaviour, which are essential to help promote the ethos of the school (refer to Behaviour policy, prospectus and main reception for Core values)

The Every Child Matters five outcomes that underpin our work are:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being

We feel that an environment where children feel safe and secure to explore and investigate new experiences, whilst also being able to reflect on and evaluate what has been learned, will further a child's learning. We ensure that the contributions and opinions of every child are valued and deserving of attention.

The central element of PSHE education is the development of the child's self-esteem. Anyone with a poor self-image finds it harder to learn new skills, to be confident in making decisions or to form stable relationships. It is vital, therefore that we help children to increase their self-awareness and self-confidence by ensuring that each has the opportunity to achieve and be successful.

'The National Curriculum Handbook teachers in England (1999) sets out two broad aims for the school curriculum:

- To prepare pupils at the school for the opportunities , responsibilities and experiences of adult life;
- To promote the spiritual, moral, social and cultural, mental and physical development of pupils at the school and of society.

These interdependent aims for the school curriculum cannot be fully achieved without the provision of PHSE and citizenship.

Our school is committed to the health and safety of the children and will take action, where necessary to safeguard their well-being. We endorse the World Health Organisation's definition of health as:

'a state of complete physical, mental and social well-being, not merely the absence of disease and infirmity'.

We acknowledge the importance of our pastoral role in the welfare of young people and through the general ethos of the school, will seek to persuade children in need of support to come forward. Personal, social and health education is thus an important part of every child's entitlement and a whole school policy will help to move the school towards achieving those aims. This policy incorporates advice and guidance on our Drugs Education Policy. We have a separate Sex and Relationship Education Policy.

## **Definitions of PHSE and Citizenship**

PHSE 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 communities. It equips them with the knowledge, understanding and practical skills to live healthy, safe, fulfilled and responsible lives. PHSE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people's personal development and to the five outcomes within 'Every Child Matters'.

Citizenship skills give pupils and people the ability to be informed, thoughtful and responsible people who are able to take responsibility for their behaviour. These skills encourage community involvement and develop political, financial and democratic awareness.

## **AIMS**

- To develop a set of personal values and attitudes/develop principles for distinguishing between right and wrong;
- To develop self-esteem/promote pupils' self esteem and emotional well-being;
- To develop positive relationships/help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and others;
- To support pupils to make informed choices and decisions;
- To encourage pupils to take responsibility for their own actions;
- To develop skills and knowledge to understand personal health and growth;
- To develop positive attitudes towards health;
- To support pupils to become increasingly prepared for adult life/help them to be responsible and caring citizens;
- To develop knowledge, understanding and appreciation of the pupils' own and different cultures;
- To promote equal opportunities and challenge discrimination and stereotyping;
- To enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity;
- To begin enabling pupils to deal effectively and efficiently with a range of financial decisions in their present and adult life;
- To develop pupils ability to relate to others and work for the common good.

At this stage of children's development, many personal, social and health issues are best covered through the fostering of close relationships with the class teacher. This enables young children to feel safe to explore new experiences. Such experiences are best presented at this stage in the context of classroom teaching and the everyday life of the school. Much of the work will be covered through planning and delivery and everyday occurrences can be used to raise and discuss social and moral issues.

At Hanslope School the PSHE and citizenship programme will be delivered in a variety of ways:

- Through themed assemblies.
- Incorporated into lesson planning.
- As separately timetabled sessions, e.g. visits by the community police.
- By means of class time and/or group discussion.
- By role play and educational games.
- Imaginative writing.
- Use of video and ICT.
- Research

It is likely that sensitive and controversial issues will need to be addressed from time to time whether they arise incidentally or as part of a planned programme of work. Children should be given the opportunities to consider such issues in order that they may make an informed decision on their own standpoint.

Two aspects of the personal, social and health programme need particular sensitive and careful handling by teachers, not only in their approach with children but in their involvement of parents. These are the school's policies on 'Drug Education, Sex and Relationship Education.

## **Resources**

### **Visits and Visitors**

Visitors play an important part in the PHSE and Citizenship programme in the school. Experts in particular areas are used not only for their specialist knowledge, but also to encourage pupils to see the relevance of the subject to life outside school. Some use is also made of visits. It is important that visitors are aware of school policy and agree to operate within them.

All parties involved in work with children and pupils at this school should be made aware of the school confidentiality policy.

### **Equal Opportunities**

We are committed to a policy of equal opportunities for all pupils. PHSE and Citizenship is an entitlement for all pupils regardless of their particular beliefs, gender, social class or ability and the curriculum and learning approaches are planned with this in mind.

### **Management**

The PSHE and Citizenship subject manager is responsible for resourcing and co-ordinating these aspects of PHSE and Citizenship provision within the school. This includes suitable books, posters, videos etc., recommending teaching strategies and keeping up-to-date with developments. Staff training needs can be brought to the school management's attention by the co-ordinator or a result of on-going staff review outcomes.

## **Health & Safety**

Teachers should be aware of the school's Health & Safety Policy, especially when taking pupils on visits.

## **Links to Other Policies**

The broad nature of the content of PSHE means that links can be made with a large number of other aspects of school life and organisation. Other policies that can be read in conjunction with this PSHE one include:

- Child Protection
- Confidentiality
- Behaviour
- Anti-bullying
- Health & Safety
- Equal Opportunities

## **Monitoring and Evaluation**

Monitoring and evaluation of the programme, scheme of work and resources will be carried out by the subject manager.

## **Drugs Education Policy Statement**

### **Introduction**

In this document, the word 'drug' is used to include all drugs whatever their legal or social status, including alcohol, tobacco, solvents and medicines. We recognise that any drug can be potentially hazardous.

Education about the use and misuse of drugs is a vital part of 'preparing children for the opportunities, responsibilities and experiences of adult life'. (Education reform Act). As with every aspect of education, primary schools have to lay the all important foundations for learning, which will go on for the rest of life. We need to select information and plan activities which are appropriate to the age, stage of development and background of the children in our school. This policy should be read in conjunction with the policy for PSHE and Citizenship.

It is considered that although relatively few children would be actively involved in experimenting with illegal drugs,

'All pupils including those in primary schools, are likely to be exposed to the effects and influences of drugs in the wider community and be increasingly exposed to opportunities to try both legal and illegal drugs'.

'There are also indications that the drug education has a role in reducing the risks associated with drug use, reducing the amount of drugs used and helping people to stop'.

(Drugs: Guidance for Schools, DfES, 2004).

We have a responsibility to develop and carry out a drug education programme and to deal effectively with any drug-related incident on the school premises.

At Hanslope School we neither condone the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances. We have a responsibility to deal with drug related incidents and have set up procedures to deal with these. (See Appendix A). Whilst we acknowledge that the number of young people who use and misuse substances is rising, it is important to recognise the large number who do not misuse substances over a long period.

There is no legal right of parental withdrawal from drug education as there is with sex education.

### **Aims of Drug Education**

- To enable pupils to make healthy, informed choice by increasing knowledge, challenging attitudes and developing practising skills;
- To provide accurate information about substances that are relevant;
- To increase understanding about the implications and possible consequences of use and misuse;
- To encourage understanding for those experiencing or likely to experience substance misuse;
- To seek to minimise the risks that users and potential users face;
- To enable young people to identify sources of appropriate personal support;
- To provide a range of activities and opportunities for learning about drugs and the issues raised by their use;
- To create a climate in which our pupils feel comfortable discussing their perceptions of drugs;
- To encourage our pupils to participate in healthy activities;
- To help our pupils to accept the increasing responsibility they have for maintaining their own health;
- To help our pupils to develop assertiveness in appropriate situations.

## **Appendix A**

### **The Management of Drug Related Incidents on School Premises**

This policy and procedures apply to:

- All legal and illegal drugs and medicines;
- All pupils, staff and visitors to the school;
- The school premises;
- (Pupils journeys between home and school)
- Educational visits, residential courses and extra-curricular activities for pupils.

The possession, use or supply of any drug is regarded as a breach of school rules and the appropriate disciplinary procedure will be initiated, with the exception of:

- The use of medicines by pupils with parental notification and knowledge by the school nurse, or equivalent.
- The appropriate use of medicines by staff.
- Consumption of alcohol by staff and visitors during social occasions on the premises when there are no pupils on site.

There are no circumstances in which it is appropriate/acceptable for staff or visitors to use tobacco, alcohol or illegal drugs in the presence of pupils.

Any information about illegal drugs or the illicit sale of legal drugs outside the scope of this policy as defined above, will be passed on to the police. This includes sale of tobacco, solvents and alcohol to under age people and any information about the use, possession or supply of illegal drugs.

### **Guidance relating to School Procedures**

- The Headteacher/Deputy should always be notified. Child protection issues may need to be considered.
- Parents will be contacted immediately in the case of a medical emergency, if the police are called to carry out a personal search, and at the assessment stage in other situations. If a decision is made not to inform parents because this may compromise the child's safety, the reasons for the decision will be clearly defined and recorded.
- Samples of suspected illegal substances will be handed to the Headteacher who will store them securely together with a signed witnessed statement including all relevant information about the source of the sample. A decision will be made at the assessment stage whether the sample will be destroyed or handed to the police. (Contact Local Authority environmental services department for safe and secure disposal of dangerous matter). If it is destroyed, a signed witnessed statement must be made to this effect. If legal action is expected, or if a 'high tariff' sanction, which may be contested by parents, such as permanent exclusion, is likely to be imposed, forensic testing by the police will be necessary.
- Teachers/non-teaching staff need to be alert to warning signs that a child is misusing drugs.
- Where the school is used regularly for after-school activities, the Site Manager should be aware of the need to check regularly for any visible signs, (e.g. discarded needles, tin foil, cigarette ends, empty beer bottles etc.) of drug misuse.
- Medications, e.g. inhalers for asthma sufferers will be stored safely in the school.
- The school will call upon a range of specialised agencies, which can support at risk children. These include:
  - Education welfare service
  - Local health and social services
  - Local police