

Keir Hardie Primary School



PSHE Policy

(including Drug Education Policy)

Reviewed:	Spring 2020
Date of Next Review:	Spring 2023

VISION

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation as School Counsellors. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Keir Hardie has a duty to comply with the National Curriculum and with the application of new programmes of study and attainment targets. We want our curriculum to ensure that our children:

- know and understand a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of a community, such as school
- understand what is meant by 'Democracy' and be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the community
- actively promote British Fundamental Values (BFV)
- a knowledge of and respect for public institutions and services

INTENT

At Keir Hardie, we want our pupils to become well-rounded members of society and we promote this in a variety of ways. We want to ensure the school is;

- meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, social, cultural, mental and physical development
- incorporating government initiatives into planning in all key stages
- delivering and teaching the PSHE key skills and learning objectives, outlined by the National Curriculum

We also want to make explicit the school's commitment to delivering PSHE, through formally identifying the range of existing good practice and using this as a base for implementation of the PSHE Framework in a whole-school approach. We want to provide guidance and support for staff.

We will inform parents/carers to enable the whole school community to work as part of a collaborative team. Teachers will create a variety of meaningful and enjoyable activities to promote well-being and health in pupils, both in and out of school. We want our pupils to develop the knowledge, skills and attributes needed by pupils to manage their lives and maximize the opportunities afforded them.

TEACHING AND LEARNING

We use a range of teaching and learning styles to teach PSHE. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising or the planning of special school events such as an assembly. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We

offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community.

We teach PSHE in a variety of ways. Through internal and external workshops, assemblies, teacher led discussions and formal lessons. The school makes use of the PSHE Association's Programme of Study for teaching PSHE at Key Stages 1 and 2. We also develop PSHE through various activities and whole-school events, for example, the school council representatives from each class meet regularly to discuss school matters and we celebrate our different cultures with our annual carnival. We offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

The Early Years Foundation Stage

We teach PSHE in Reception as an integral part of the curriculum. As the reception class is part of the EYFS, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or by their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

National Curriculum

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a broad and balanced curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare

and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020 – please see RHE policy.

ASSESSMENT

We use assessment to inform and develop our teaching.

- Topics begin with an initial assessment of what children already know through a knowledge harvest of ideas. These maps are updated with new learning and the knowledge harvests serve as both formative and summative assessment tools.
- Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences.
- We use feedback on each piece of work positively, making it clear the work is good, and how it could be further improved. This is done through using the four strands of marking identified in our teaching, learning and feedback policy.

REPORTING

Parents are informed of the progress their child has made in the annual report to parents. During 2 parents evenings throughout the year, parents do have the opportunity to look at their child's book and discuss any concerns or achievements with the class teacher.

The PSHE lead, reports to governors in the annual governors report that is to be completed in the summer term.

MONITORING AND EVALUATION

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of PSHE books
- Staff meetings to review and share ideas

ADDITIONAL NEEDS

PSHE is taught within the guidelines of the school's equal-opportunities policy. We ensure that all our children have the opportunity to gain PSHE knowledge and understanding regardless of gender, race, class and physical or intellectual ability. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias. We aim to teach PSHE in a broad, global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds, drawing examples from other cultures.

We recognise the particular importance of first-hand experience for motivating children with learning difficulties, pupils are part of the lessons most of the time and in some circumstances, pupils may receive science lessons adapted to their needs.

For our More Able Learners, we aim to challenge and extend their learning opportunities through differentiated learning activities and tasks.

Drug Education Policy

In accordance with these values, this policy aims to set out the school's approach to teaching and learning about drugs and [school's] management of situations involving drugs. National

guidance (DfES/92/2004) and the local Drug and Alcohol Education Guidance have informed the policy for Schools (2003).

A drug is defined as any substance which, when taken into the body, affects the chemical composition of the body and how the body functions.

Our school operates a smoke free site and takes the matter of illegal drugs very seriously as part of our Healthy School programme. We are aware of the increasing problem of drug misuse throughout the country and within our community. Our school will play a full part in contributing to efforts across our community to reduce drug misuse. To this end, we are committed to working with our parents. We will ensure parents are informed about their children's drug education, the school rules in relation to drugs and have the opportunity to be consulted about the school's policy and teaching programme.

Why teach drug education?

Drug education is an entitlement for every pupil and is supported by Section 351, of the Education Act 1996 which requires every school, including pupil referral units (PRUs), to provide a balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

Drug education should be delivered through well-planned PSHE and citizenship provision. Schools are expected to use the non-statutory frameworks for PSHE and at Key Stages 1 and 2 and the statutory requirements within the National Curriculum Science Order as the basis for developing drug education.

Drug education curriculum

Drug education within the school is mainly delivered as part of the PSHE programme. It also forms part of the statutory science curriculum.

The goal of drug and alcohol education is:

For pupils to develop the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle, promote responsibility towards the use of drugs and relate these to their own actions, both now and in their future lives.

The learning objectives for drug and alcohol education include:

Knowledge

Increase pupil's knowledge and understanding and clarify misconceptions about:

- the short and long term effects and risks of drugs.
- the rules and laws relating to drugs
- the impact of drugs on individuals, families and communities
- the prevalence and acceptability of drug use among peers

- the complex, moral, social, emotional and political issues surrounding drugs.

Skills

Develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy, including:

- assessing, avoiding and managing risks
- communicating effectively
- resisting pressures
- finding information, help and advice
- devising problem – solving and coping strategies
- developing self – awareness and self esteem.

Attitudes

Enable pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including

- challenging stereotypes
- exploring media and social influences

What will be taught?

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. The Foundation Stage of the National Curriculum supports children in developing an understanding of what keeps them healthy and safe. Drug education at Key Stage 1 should build on this.

At Key Stage 2 pupils learn about the effects and risks of alcohol, tobacco, 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 for their actions.

PSHE

Drug and Alcohol Education in PSHE is taught through the scheme of work 'Teaching Drug and Alcohol Education with Confidence in Primary Schools' devised by CWP. This is a comprehensive and inclusive resource which has been endorsed by the PSHE association.

CWP CURRICULUM OVERVIEW

Year 1

Medicines and People Who Help Us

- Staying Healthy
- Medicines
- Who gives us medicines?

Year 2

Keeping Safe

- Risk
- Hazardous Substances
- Safety Rules

Year 3

Smoking

- Why People Smoke
- Physical Effects of Smoking
- No Smoking

Year 4

Alcohol

- Effects of Alcohol
- Alcohol and Risk
- Limits to Drinking Alcohol

Year 5

Legal and Illegal Drugs

- Legal and Illegal drugs
- Attitudes to drugs
- Peer Pressure

Year 6

Preventing Early Use

- Cannabis
- VSA and Getting Help
- Help, Advice and Support

What teaching and learning methods may be used for Drug Education?

The core principles of teaching and learning are:

- Ensure that every pupil succeeds: provide an inclusive education within a culture of high expectations
- Build on what learners already know: structure and pace teaching so that students know what is to be learnt and how
- Make learning vivid and real: develop understanding through enquiry, e-learning and group problem-solving
- Make learning an enjoyable and challenging experience: stimulate learning by matching teaching techniques and strategies to a range of learning styles
- Enrich the learning experience: infuse learning skills across the curriculum
- Promote assessment for learning: make children partners in their learning

Confidentiality and child protection

Confidentiality is an important consideration with respect to drugs and the boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive and which the pupil asks not to be passed on, the request will be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to: child protection, cooperation with a police investigation or referral to an external service. Teachers cannot and should not promise total confidentiality.

It may be necessary to invoke child protection procedures if a pupil's safety is under threat. In such circumstances the child protection procedures will be adhered to. Relevant examples

include a disclosure of illegal drug use by a pupil, and reporting of problematic substance misuse in the family home. Where there is disclosure of illegal substance use by a pupil, parents will be informed in all but the most exceptional circumstances.

Drug related situations

A drug related situation is one where there is suspicion, disclosure or observation of the use of unauthorised drugs or the discovery of unauthorised drugs.

We do not allow anyone to possess, produce, supply or offer illegal drugs on the premises in accordance with the Misuse of Drugs Act 1971. Any suspected illegal drugs found, or confiscated, on premises will be disposed of appropriately.

The designated senior member of staff for drug related situations is: Headteacher, Ms Otieno.

Solvents or hazardous chemicals legitimately used carefully by school staff or pupils and are stored securely in the appropriate area and managed in a way to prevent inappropriate access or use.

The approach to access and administration of medicines is set out in the school's Medicines Policy. The principles underlying this are to:

- Recognise individual medical needs and promote inclusion to provide an education for all pupils, supporting their medical needs.
- Undertake to contact parents/carers if a pupil is ill during the school day.

The school provides for the safe and secure storage of medicines:

- all adults are responsible for the secure storage of their own medication
- Mrs Iqbal Welfare /First Aid Officer is the member of staff responsible for the secure storage of pupils' (prescribed) medication, both at school and on school visits
- there are first aid kits on the school site, with information about their location.

The school aims, where possible, to enable self-administration of medicines by pupils within a safe and supportive environment. Staff only administer medicines if written parental consent has been provided and agreed to by the school and the member of staff. This may involve additional training for members of staff involved in offering assistance, which may also include assistance with surgical appliances (e.g. artificial limbs) and medical aids (e.g. hearing aids).

School grounds

The caretaker or any other staff that finds drug related paraphernalia in the school grounds should clear the area of children. Needles and the like present an infection risk and need very careful handling / disposal. Report any such find immediately to the Head teacher. The incident will be investigated as appropriate. Syringe disposal can be organised through the council.

Emergency aid

Summoning medical help such as the qualified first aider, or an ambulance is crucial, but in the interim period emergency aid should be applied as follows:

- Move the child or young person as little as possible
- Put into the recovery position
- Ensure the mouth is open and unobstructed
- Keep them warm and quiet
- Monitor breathing, start artificial respiration if breathing stops or become shallow
- Apply chest compression if there is no heart beat

If staff have any suspicions that a pupil is intoxicated from inhaling a volatile substance, care should be taken to not chase or overexcite the pupil. Strenuous activity for volatile substance misusers can increase the risk of sudden death. The pupil should be kept calm until the effects have worn off.

What may constitute as a drug incident?

Incidents are likely to involve suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs. They could fit into the following categories:

- Drugs or associates paraphernalia are found on school premises
- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge of drugs for their age
- A pupil is found in possession of drugs or associated paraphernalia
- A pupil is found to be sharing or being coerced to supply drugs on the school premises
- A pupil discloses that they or a family member/friend are misusing drugs

The school will follow the process set out in *Drugs: Guidance for School* (DfES, 2004), p.117 (see Appendix 1).

Educational visit

The school's drug education policy applies during school visits and school social events.

During educational visits:

- Staff will be briefed about procedures and responsibilities before all visits, which will include the issue of consumption of alcohol and smoking by staff
- Adults should keep any personal medication in a safe place
- A nominated first aider will be responsible for the safe storage of any pupils' medicines and supervision their administration
- Pupils will be reminded about the relevant school rules in advance.

Support/Sanctions

The school may provide a combination of the following to support our pupils who are involved in drug incidents:

The following is a list of sanctions that may be initiated when a pupil is involved in a drug incident:

- Pastoral Support Programme
- Counselling through appropriate agencies
- Mentoring
- Supervised break times
- Involvement in extra curricular activities
- Family conferences
- Loss of privileges
- Supervised break times
- Monitor progress in class

Sanctions will always be used alongside support and will be in proportion with the offence.

Incidents will be recorded as per 'Record Keeping' in the Child Protection Procedures. These records will be stored in the Child Protection co-ordinator's office. They will be treated as confidential records.

When dealing with a drug incident the relevant policies will be taken into account. These include: Behaviour and Child Protection Policies.

Responsibility

The implementation and monitoring of this policy is the responsibility of the Senior Management Team, overseen by the Headteacher