

Policy for Personal, Social and Health Education and Citizenship

Rationale

Children grow up in a complex and ever-faster-changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. Parents or adults who care for the children we teach are the 'first time educators' of their children, schools work in partnership with them, in developing children personally and emotionally, and as young citizens.

The skills knowledge and attitudes developed will enable young people to lead healthy, fulfilling and meaningful lives, in which they:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- Understand and develop a growing sense of British values.
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- Develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard, and understanding both success and failure
- Learn to live and enjoy a healthy lifestyle
- Develop an active role as a member of a family, and of the community
- Value family and marriage as the foundation of a civilised society, and a firm basis for the nurturing of children
- Understand the principles of our society and democracy
- Value their role as a contributing member of a democratic society
- Take pride in our county and our country and in our nation's great institutions, its traditions, heritage and history.
- Respect the rule of law and encourage others to do so
- Respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions and especially Christianity as the national religion and its importance in our history, culture, language and architecture
- Respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations

The Citizenship element consists of three strands under an overarching theme of British values:

- Social and moral responsibility
- Community involvement
- Political literacy

The most important strand in the primary school is that of social and moral responsibility.

Aims

- The development of a personal identity, and high levels of motivation
- The development of positive social interaction, and the skills to live and work with others.
- The development of the ability to be an active citizen
- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- To encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

Objectives

- Developing confidence and responsibility and making the most of their abilities
- Developing an understanding of British values
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Have a sense of purpose
- Value self and others
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Principles of teaching and learning

PSHE and Citizenship is delivered in a cross-curricular way for example Sex and Relationship Education within Science, and through discrete lessons. The SEAL (Social and Emotional Aspects of Learning) programme provides the basis for the planning for the PSHE curriculum.

All activities in school contribute to the ethos, such as the work of mid-day supervisors in the playground, through assemblies, and extra-curricular activities.

Effective teaching of PSHE and Citizenship involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, and the use of visitors and outside agencies.

The teaching strategy of circle time may be central to the delivery of the social and moral elements of PSHE and Citizenship. It extends the role of the teacher to that of a facilitator, enabling children to learn about themselves and their interactions with others.

Where visitors are used to support and extend classroom teaching, they are used to complement the school's work. The teacher is always present and retains overall responsibility in the classroom. In addition to this we provide enrichment activities to support the curriculum such as Healthy Schools events and School Council elections.

The residential experiences make an important contribution to the pupils' personal, social, emotional and citizenship development.

Assemblies support the delivery of PSHE and Citizenship and are used to launch specific themes, for example respect, caring and sharing.

Visiting Speakers:

Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme.

School council the PSHE & Citizenship programme

The school has a school council and class councils in which children can discuss issues and make real decisions. The school council makes a major contribution to the political literacy strand of citizenship in the primary school, where children can learn how to contribute to a democratic decision making forum.

Breadth & balance

The PSHE and Citizenship programme is delivered through a wide range of opportunities:
Community involve

- Communication activity
- Community involvement
- Information communication technology
- Consideration of social and moral dilemmas
- Participation in decision making processes, including involvement in the school council
- Understanding of local, national and international organisations
- Understanding of environmental issues

Cross Curricular links

All curriculum areas make a contribution to PSHE and Citizenship. Examples of cross-curricular contributions are:

- Sex and relationship education through science
- The use of the Internet for information gathering, and Email as a communication tool, for example when looking at global citizenship issues.
- Discussion of issues through literacy
- The use of money for different purposes through numeracy
- Physical well being through physical education

Differentiation & special educational needs

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons are planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex education and relationship or drug education, the teacher will ensure that the teaching point is conveyed in language that is accessible to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. Where children's special needs relate to their personal development, the teacher will ensure that opportunities are planned to support the pupil in achieving these. The programme should be broad and balanced and provide for pupils' different learning styles.

Equal opportunities

A school's equal opportunities policy applies to PSHE and Citizenship. Where appropriate, teaching materials, and individual group activities reflect the cultural and ethnic diversity of society. Stereotyping, in terms of race and gender are avoided, and pupils' progress is monitored, ensuring that no child is disadvantaged. Equally, a child's religious beliefs and cultural differences will always be respected.

Signed (Headteacher)

Signed (Chair of Governors)

Date policy written:

Date policy to be reviewed:

MARDEN PRIMARY SCHOOL GOVERNORS' **SEX EDUCATION POLICY STATEMENT**

Rationale

The UK has by far the highest rate of teenage pregnancies in Europe, and the evidence suggests that children are becoming sexually active at an earlier age.

Sex and Relationships Education (SRE) is a key aspect of Personal, Social and Health Education at Marden School. As such, it is more than the biology of reproduction, and is taught within the context of caring relationships. The Sex and Relationships Education provided forms a foundation for further work in secondary schools, and the skills and attitudes developed will enable the children to lead healthy lives.

At Marden School we have based our SRE policy on the DfES Guidance document (DfES 0116/2000). In this document SRE is defined as : *learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.*

SRE is part of the Personal, Social and Health Education curriculum in the school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

Aims

The purpose of teaching SRE is to ensure that children learn about issues in a caring and informed way, which dispels myths that they may have acquired.

At Marden School we aim:

- To ensure that pupils are prepared for puberty
- To develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- For pupils to be able to name parts of the body and describe how their bodies work;
- For children to know how they can protect themselves and where to ask for help and support;
- To empower children to make informed choices about their education and future adult life.
- Respect for their own bodies and the importance of sexual activity being within a committed, long term and loving relationship
- The importance of family life inclusive of all kinds of families
- Moral questions
- Relationship issues
- Sexual abuse /exploitation, and where they can seek advice if they are worried about any sexual matters.

What is sex and relationship education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance for family life, of stable and loving relationships, including marriage, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

The Governors agree that sex education should be part of the school curriculum. We firmly believe that this should be seen within the context of a loving family relationship. Whilst this topic is considered to be principally a matter for the family, teachers should always be prepared to answer individual enquiries.

Sex and relationship education has three main elements:

- **attitudes and values**
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.
- **personal and social skills**
 - learning to manage emotions and relationships confidently and sensitively;

- developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict; and
 - learning how to recognise and avoid exploitation and abuse.
- **knowledge and understanding**
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year.

The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safe lifestyle; and
- developing good relationships and respecting differences between people.

At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

Delivering Sex and Relationships Education

SRE is taught through a developmental scheme of work to all children across Key Stage 1 and 2, and links to other aspects of PSHE education to fully equip the children with the skills and attitudes necessary for them to benefit effectively from sex education. PSHE throughout the school is supported by use of the SEAL (Social and Emotional Aspects of Learning) Programme. We also teach some SRE through other subjects (e.g. Science and PE) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.

Most of the teaching of SRE will be done by the class teacher, as s/he will have established a working relationship with the class. The school nurse and other professionals may also be available to advise and assist the children on body development and puberty issues.

During year 6 the school staff talk to the boys and girls about puberty and growing up. Parents are informed of the session and have the right to withdraw their children if they wish. Parents are invited to meet with the school staff prior to the children's session and view any materials to be used.

Cross curricular links

All curriculum areas make a contribution to SRE. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important, contribution, such as:

- Literacy – discussion of specific relationships and moral dilemmas
- R.E. – discussion of family and marriage
- History and Geography – discussion of wider social issues
- Art and Music – discussion of feelings and emotions within relationships

Parents and Sex & Relationships Education

We appreciate the sensitivity and concerns some parents may feel towards SRE. We believe that for the children to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- Inform parents/carers about the school's SRE policy and practice;
- Answer any questions that parents/carers may have about SRE of their child;
- Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for SRE in the school;

- Encourage parents/carers to be involved in reviewing the school policy and making modifications, as necessary;
- Inform parents/ carers about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents/carers give to children at home.

Parents/carers have the right to withdraw their children from that part of the SRE programme that is delivered through PSHE (though not from those elements taught through Science). Parents / carers who wish to withdraw their children from this aspect of SRE should discuss this with the headteacher.

Differentiation and Special Educational Needs

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

Equal Opportunities

Marden School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected.

Monitoring and Review:

The school Learning and Standards committee of the Governing body monitors the SRE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, to update this policy statement.

Signed (Headteacher)

Signed (Chair of Governors)

Date policy written:

Date policy to be reviewed:

Policy for Drugs Education

In-line with government guidelines, our school is a smoke free environment, which includes all buildings and school grounds/playing fields etc. Parent/carers, visitors and staff members are asked not to smoke on school premises or in the presence of pupils. This applies to off-site visits. In the interest of hygiene/cleanliness, we also ask that people refrain from smoking outside the school gates.

Marden school is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well being of all its pupils and staff. The school is committed to the principles of the National Healthy Schools Programme.

Effective drug education is an essential contributor to ensuring that all children and young people are able to reach their full potential and that the school works towards the five Every Child Matters outcomes for all its pupils.

The school values the importance of its pastoral role in the welfare of its pupils, and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is accessible.

Education about drugs is not concerned merely with substance, but with people in their social and community settings. Therefore, drugs education should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.

Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils of all ages and abilities will encounter both the positive and negative effects of drugs, whether used legally or illegally. Many pupils have some knowledge about illegal drugs through the media, "street talk", and personal experience. The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery.

This policy has been developed collaboratively by members of the school community, including pupils, parents/carers, staff and others where appropriate.

Rationale

Drugs education is an important element of the PSHE curriculum. Substance and drugs misuse extend across socio-economic and ethnic boundaries, and pupils of all abilities are potentially at risk. Curriculum 2000 (science programme of study, and the guidance for PSHE and Citizenship) states that by the end of Key Stage 2, pupils should know the risks, and have the skills to resist substance and drugs misuse.

The sensitive nature of drugs education can cause concern among parents and teachers; however, successful drugs education should start early, the key to which is developing children's life skills. Many children of primary school age have some knowledge of substances and drugs. Some older pupils know who to ask to obtain illegal drugs, whilst a small number witness drug taking by the caring adults and others in their lives. Children may have knowledge of illegal drugs through the media, 'street talk', and personal experience.

Aims

- to help pupils live a healthy life style now and in the future
- to enable pupils to make healthy informed choices
- To provide a safe, healthy environment in which pupils and staff can learn and develop.
- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.
- To promote clarity about the management of drug related incidents in the school.
- To minimise pupils' experimentation with illegal or harm causing substances.
- To address and take account of local community needs, including the differences and diversity within the school community.
- To support and engage parents/carers and pupils in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g. counselling, and treatment.
- To monitor, evaluate and review learning outcomes for pupils/students.

- To work with KCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme, e.g. School Drug Education Advisers, other schools, the Healthy Schools Programme, Health Promotion, Health Care professionals, Kent Police, Youth Service and Kent Safe Schools.

Objectives

- to provide opportunities for pupils to acquire knowledge and understanding about the dangers of substance and drugs misuse and identify the distinction between authorised and unauthorised drugs.
- to develop and equip pupils with the knowledge, attitudes and skills necessary to avoid peer group pressures
- to minimise those who are misusing substances, or who have concerns to be able to ask for help to
- enhance pupils' decision making skills
- to build pupils' self esteem
- to enhance later parenting skills.
- To engage parents/carers in the school community and learning process.
- To enable pupils and staff to access support if they have concerns about their own or others' drug use.

Principles of teaching & learning

There are two aspects to drugs education:

Knowledge:

Pupils should be taught:

- Household products, including medicines, can be harmful if not used properly
- Which commonly available substances and drugs are legal and illegal, their effects and risks

Life skills:

Pupils should be taught:

- To recognise their worth as individuals by identifying positive things
- About themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To recognise the different risks in different situations and then decide how to behave responsibly
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure
- to do wrong
- That their actions affect themselves and others, to care about other peoples feelings and to try to see things from their points of view

In teaching drugs education, teachers should use a range of teaching strategies, including role-play, discussion group work, debate and circle time. The use of circle time can be a key strategy for developing life skills. In the circle, the teacher acts as a facilitator, giving information and guiding children. Pupils who are regarded as 'most at risk' can often be helped using this strategy.

The intention is not to teach about the physiological effects of drugs nor to sensationalise drugs, but to provide a clear message that substance abuse and illegal drugs can be dangerous. Life skills development is the key to helping pupils become informed decision makers.

Key Stage	Learning Objective	Learning Outcome
1	To know the dangers from household substances, if they are not used as instructed	I can identify different household substances and know that if they are not used properly, they can be dangerous
2	To know that there are different names given to drugs	I know the scientific names for drugs and that they also have other, common names

Attitudes, Values and Skills

Pupils are taught:

- To value and trust in their own learning through positive reflections and development of assertiveness and coping skills.
- Confidence building and communication skills.
- About themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals.
- To recognise risky behaviour and risk taking within different situations and be able to respond appropriately.
- That pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, TV and the media.
- How to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others.
- That their actions affect themselves and others, to respect and care about other people's feelings, trying to see things from their point of view.
- That communication and problem solving skills are central to bringing about a positive change in attitudes and actions.

In teaching drug education, teachers use a range of teaching strategies, including role-play, discussion group work, draw and write, debate and circle time. The use of circle time is a key strategy for developing life skills.

Cross-Curricular Links

Drug education has many cross-curricular links, with science making a particular contribution. However, the development of life skills and Emotional Intelligence are themes throughout the curriculum, within the programme for Personal, Social and Health Education (PSHE), and enshrined in the values, which are embodied in the schools' ethos. There are links to other subjects, such as geography and physical education, and aspects of school life.

Equal opportunities

The school's equal opportunities policy applies to drugs education. Teaching materials reflect the cultural and ethnic diversity of society, avoiding stereotyping in terms of gender and race. Pupils' progress is monitored to ensure that no pupil is disadvantaged. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching drugs education. Parents are consulted so that they feel welcome to discuss these issues with staff.

Differentiation & special needs

Whilst some pupils may have a fairly broad knowledge and insight into the world of drugs, there are those who have little knowledge at all. Teachers need to be sensitive to this issue and lessons are planned to take account of pupils' age, experience and maturity. The needs of pupils with SEN should be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils. Where pupils special needs relate to their personal development, the teacher should ensure that opportunities are planned to support pupils in achieving these.

Breadth & balance

The contents and structure of the education programme represents a broad and balanced approach to the teaching of knowledge, skills, understanding attitudes and feelings. A variety of teaching strategies, use of external visitors, couples with a wide range of pupil-centred tasks ensures breadth and balance.

Cross-curricular links

Drugs education has many cross-curricular links, with science making a particular contribution. However, the development of life skills should be a theme throughout the curriculum, within the programme for personal, social and health education, and enshrined in the values, which are embodied in the school's ethos. Clearly there are links to other subjects, such as geography and physical education, and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

Use of visitors

Quality drugs education involves partnership with other agencies, such as:

- Youth Crime Reduction Officer (police officer)
- School Nursing Service.
- Youth and Community
- Educational Theatre
- Voluntary organizations

Where visitors are used to support and extend classroom teaching, they are used to complement the school's programme of work for drugs education..

Staff development

A good teacher of drugs education does not need to be an authority on drugs, as it is the life skills aspect, which is crucial to this area of the curriculum. Most young people want to be able to discuss drug related issues with each other and a caring adult in a structured way.

Parental involvement

Many parents have great concerns about drugs and as the 'first educators' of their children, most want to develop and extend their child's awareness of the world, so that they are able to make informed decisions. Parents and teachers need to assess when the time is right for children to handle new ideas, concepts and knowledge.

The school will make opportunities to consult parents about drugs education. This may be through parent's meetings where issues can be discussed informally and specialist input provided.

Handling a drug related incident

Some schools have in the past found a substance or drugs on the premises, and in a few cases, a pupil has been found in possession of a drug. Such an incident may have implications for the school, the pupil, parents, teachers, head teacher, and the governing body. If a pupil is found with a substance or a drug thought to be illegal, these procedures should be followed:

Procedure for handling a drug related incident

1 Remit of the Drug Incident Management Policy

The school boundaries are defined as any area where a pupil is whilst he or she is in the charge of the school. Normally this means any area within the perimeter fence of the school. During any outside activities or trips it means anywhere where the pupil is in the charge of the school and its staff, whether this is within or outside school hours.

2 Responding to Concerns about Pupil Drug Misuse

2.1 The school will follow the guidance of the KCC and Kent Drug Alcohol Action Team 'School incident management procedures'.

2.2 If a pupil is suspected of being involved in substance misuse, is causing concern about his/her substance use, or makes a disclosure about their own or their family's substance misuse, the School Drugs Co-ordinator will make an assessment of the extent of the drug misuse. Following this assessment action must be taken to safeguard the pupil and, if appropriate, refer the pupil to local Young Person's Substance Misuse Services for further support. The Drug Use Screening Tool (DUST) will be used to help support this process. Referral to the local Drug Intervention and Support Programme may also be an option.

2.3 Communication between staff and early involvement of parents/carers and police should set the scene for early, supportive pastoral intervention. An appraisal should take place to determine the nature of the pupil's needs and the additional support a pupil might need if, for example:

- their knowledge about drugs is low
- they rely upon frequent use of drugs
- their drug use is affecting performance at school
- their drug use is causing problems such as conflict at home
- they feel under pressure to use, perhaps due to other problems
- their (or someone else's) drug use is impacting on their behaviour and/or emotional health.

In addition to the drug education they receive through the curriculum, extra support may include any or all of the following:

- providing information and advice in relation to specific drugs
- developing self-esteem and skills such as strategies for seeking support
- increasing their motivation to address their drug use
- facilitating access to activities of interest to them (such as Youth Clubs, extra-curricular events and activities, and external provision as part of Youth Service or Kent Drug & Alcohol Action Team (DAAT) activity)
- liaising with the Connexions Service who can identify need and co-ordinate the help of specialist agencies.