



## Personal, Social, Health and Economic Education (PSHE)

### Rationale

At Sandal Primary School we provide our children with a broad and balanced education which incorporates and celebrates the academic, aesthetic, spiritual, social, physical and emotional development of the whole child. We support and value all members of our school community, working as a partnership to promote the life skills needed to become a valuable member of a multi-cultural society.

### Pupil Expectations

- To feel valued
- To have opportunities where we can succeed
- To be proud of our school and our work
- To expect everyone in school to do their very best
- To work as a team
- To be healthy and well
- To recognise that everyone in school is important
- To celebrate everyone's success

### Definitions

**PSHE education** is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops their qualities and attributes pupils need to thrive as individuals, family members and members of society.

**Relationships and Sex Education (RSE)** is learning about the emotional, social and physical aspects of growing up, sex, human sexuality and sexual health. High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. Some aspects are taught in science, and others are taught as part of a personal, social, health and economic education (PSHE). See separate policy

A **drug** is a substance that alters the way your mind and body works. These include medicines, volatile substances, alcohol, tobacco, illegal drugs, new psychoactive substances and unauthorised substances. Through **Drugs Education**, pupils will be provided with opportunities to develop and appreciate the benefits of a healthy lifestyle. In creating a safe environment, the governors do not condone the improper use of substances identified or the use or supply of illicit substances and will take seriously any attempt to do so. Procedures for dealing with suspicions about substance misuse are identified in the "policy into practice" for this policy.

**Citizenship** enables pupils to become healthy, independent and responsible members of society. We encourage our 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 sense of self-worth. We ensure that they experience the process of democracy in school through the School Junior Leadership Team. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

### **Aims of PSHE Education**

- To promote the spiritual, moral, cultural, emotional, mental, social and physical development of each child.
- To promote the importance of stable, sharing/caring relationships.
- To develop an informed appreciation of peoples' beliefs, attitudes and values, also respecting others whilst challenging stereotypes.
- To create a safe, supportive environment where concerns can be discussed, questions asked and experiences shared.
- To help people to feel confident about themselves by promoting self-esteem, self-respect and self-worth.
- To make PHSE a whole school responsibility. Working in collaboration with parents and the wider community.
- To develop skills such as those to enable the sharing of feelings and opinions, risk awareness, informed decisions, getting help and understanding the needs of others.
- To provide accurate, balanced knowledge and understanding at the appropriate level in order to keep ourselves and others safe and healthy.
- To provide reassurance that the physical and emotional changes that take place as children grow towards adolescence and adulthood are normal and acceptable.
- To help children understand they have rights and should have control over who touches their bodies.
- To help parents understand the nature of healthy lifestyles and develop their own skills as educators.

### **Objectives**

How are the aims achieved at Sandal Primary School:

- By providing knowledge and understanding about physical, emotional, social, spiritual and creative changes that occur as pupils grow towards puberty and adulthood (see schemes of work for PSHE, Science, PE, RE and English)
- By developing an awareness of the effects of peoples' actions and an acceptance of responsibility for their own actions (Paired reading, ICT support, monitors, School Junior Leadership Council)
- By offering a range of learning styles and experiences using flexible group work in order to provide and practice decision making techniques and to develop problem solving and interpersonal communication skills (refer PSHE Schemes of Work, English, Dance, Maths)

- By ensuring all pupils have equal access to the whole curriculum (equal opportunities policy, inclusion policy, PSHE policy, SEN policy)
- By acknowledging behaviour, academic and social achievement through a reward system, including valuing contributions and praising achievements (Sandal's Roots of Learning, Behaviour Policy, Achievement Assemblies, Displays, House Points, Certificates, Circle Time)
- By providing a spiral curriculum that is age-appropriate for the whole school (refer to Schemes of Work PSHE and relevant curriculum areas)
- By providing information about how the body works and the effects on it of healthy lifestyles, dangerous activities and substances with due regard to health and safety (see Schemes of Work for PSHE, Science, PE, Life Education Centres, Police School Liaison Officer, **Healthy Schools Week**, Fruit in Schools, Drinking Water)
- By having a shared understanding of values and how staff will foster an understanding of this for the pupils (see Schemes of Work for PSHE, RE, English)
- By providing pastoral support to pupils and appropriately liaise with parents and other outside agencies (workshops for staff/governors/parents; PIW, Learning Mentor, use of school nursing team; police liaison officer, support staff)
- By creating opportunities for pupils to talk to others and reflect on their own attitudes and values and those of others (see Schemes of Work for PSHE, RE, English, Drama, and assemblies)
- By identifying named people to oversee aspects of the PSHE policy (PSHE coordinator/Headteacher)
- By offering role models that value caring relationships and healthy lifestyles (See No Smoking Policy, Parent/Teacher/Pupil interaction, Staff Time Out, E.H.W.B, Staff inputs in class)
- By identifying and meeting the professional development needs of all staff with a shared understanding about appropriate confidentiality (Performance Management, role of subject coordinator)
- By encouraging parental involvement including the provision of workshops on curriculum issues to develop understanding and support (PIW, Parent workshops Engaging Families award)

## Sandal Primary School Policy into Practice

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

### **1. Title**

PSHE education is delivered across school. It is a major component of the Sandal's Roots of Learning which is fully embedded within the school curriculum and a holistic school ethos

### **2. Curriculum Content and Schemes of Work**

Please refer to schemes of work and long term planning document which cross reference to other subject areas e.g. English, RE, PE, DT and Science (appendix 2) as well as the relationship and Sex Education Policy

PSHE education is delivered through three core themes within which there will be broad overlap and flexibility:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Teachers introduce work as planned in the PSHE programme of study and adapt this to meet the needs of the children in their class. They are sensitive to the needs of the children and ensure that they establish an environment in which children are supported and enabled to express their ideas and feelings. The Sandal's Roots of Learning supports broader learning beyond the curriculum including Spiritual, Moral, Social and Cultural (SMSC) development of children making PSHE a major component of the whole school curriculum. Through a broad range of teaching and learning strategies children are encouraged to learn values and positive attitudes to prepare them for life in modern Britain.

### **3. Delivery of the PSHE Curriculum**

#### **Teaching and Learning Strategies**

PSHE education is taught through a combination of:

- Specially time-tabled lessons (KS1 and KS2) (single sex may be appropriate for some aspects of sex/relationships education in Years 5 and 6);
- as an integral part of our school curriculum.
- recognition of the Sandal's Roots of Learning.
- school activities and events.
- assemblies

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.

#### **Resources to aid Teaching and Learning strategies:**

PSHE Association – PSHE education Programme of Study (Key Stages 1 &2), Jigsaw PSHE is a comprehensive scheme of work used across all year groups. School Nurse, videos, police liaison, residential visits, Life Caravan. Examples of these include, visits, outside speakers, clubs, fundraising events, environmental projects, theatre groups, special projects and health based activities etc. During the year, such additional events contribute to the personal and social development of pupils.

#### **4. Assessment of Children's work**

Although there is no formal assessment at Key Stages 1 and 2, pupils' progress should demonstrate that they are working towards the suggested success criteria eg

- are taking increasing responsibility for their behaviour and actions related to health, safety, the environment and social issues;
- have become increasingly aware of the consequences of their actions;
- 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.

Teachers plan lessons to allow for whole class, large group, small group, paired and individual work which is appropriate, but always allowing the children time to reflect and to discuss their learning.

A large part of the content of sex and relationships education is found in the National Curriculum for science but SRE work allows the children to have the opportunity to study the facts, discuss them and consider feelings and values.

All children must be taught the content of the National Curriculum for science but parents will be informed of any work that goes beyond these facts and they will have the right to withdraw their child from the lesson (See item 8)

#### **5. Handling Sensitive Issues/Answering Difficult Questions**

(e.g. bereavement, homophobic bullying, SRE, drugs issues) To be read alongside the Sandal Primary Safeguarding policy.

Sandal Primary School fully recognises its responsibilities for child protection. 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. Children should understand the importance in establishing ground rules and therefore creating an environment whereby they feel secure, are encouraged to talk, and are listened to. On the rare occasion that information is disclosed by a child that is of a worrying nature the following process will be taken:

- 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;
- informed named person/parents/learning mentors/ESW/Social Services/ PIO or educational psychologist as appropriate.

## 6. Confidentiality

When children make disclosures, they are placing their trust in the member of staff's judgment and acknowledging that they need help. All adults and pupils need an understanding that information shared may need be acted upon, if that information puts the child or another person at serious risk. **Staff cannot offer complete confidentiality.** Adults working in school need to agree to maintain appropriate levels of confidentiality within and outside of school. Information about a pupil need only be shared with relevant staff, ie named person, headteacher.

## 7. Relationships and Sex Education

See separate policy as required from September 2020

### Relationships and Sex Education in the curriculum

RSE is supported by the school's wider curriculum for PSHE. 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.

### National Curriculum Science

#### Key Stage 1

- 1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- 2 notice that animals, including humans, have offspring which grow into adults

#### Key Stage 2

- 1 describe the life process of reproduction in some plants and animals.
- 2 describe the changes as humans develop to old age

- 3 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

PSHE JIGSAW Curriculum - Changing Me						
Purple – PSHE learning  Green – Social and emotional development learning	Lesson 1 Understand that everyone is unique and special	Lesson 2 Can express how they feel when change happens	Lesson 3 Understand and respect the changes that they see in themselves	Lesson 4 Understand and respect the changes that they see in other people	Lesson 5 Know who to ask for help if they are worried about change	Lesson 6 Are looking forward to change
FS1	<b>My Body</b> I can name parts of my body and show respect for myself	<b>Respecting My Body</b> I can tell you some things I can do and some food I can eat to be healthy	<b>Growing Up</b> I understand that we all start as babies and grow into children and then adults	<b>Growth and Change</b> I know that I grow and change	<b>Fun and Fears</b> I can talk about how I feel moving to School from Nursery	<b>Celebration</b> I can remember some fun things about Nursery this year
FS2	<b>My Body</b> I can name parts of the body	<b>Respecting My Body</b> I can tell you some things I can do and some food I can eat to be healthy	<b>Growing Up</b> I understand that we all grow from babies to adults	<b>Fun and Fears (Part 1)</b> I can express how I feel about moving to Year 1	<b>Fun and Fears (Part 2)</b> I can talk about my worries and/or the things I am looking forward to about being in Year 1	<b>Celebration</b> I can share my memories of the best bits of this year in Reception
Year 1	<b>Life Cycles</b> I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK	<b>Changing Me</b> I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they will happen whether I	<b>My Changing Body</b> I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates	<b>Boys' and Girls' Bodies</b> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I respect my body and understand	<b>Learning and Growing</b> I understand that every time I learn something new I change a little bit I enjoy learning new things	<b>Coping with Changes</b> I can tell you about changes that have happened in my life I know some ways to cope with changes

		want them to or not		which parts are private		
<b>Year 2</b>	<p><b>Life Cycles in Nature</b> I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this</p>	<p><b>Growing from Young to Old</b> I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me</p>	<p><b>The Changing Me</b> I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent</p>	<p><b>Boys' and Girls' Bodies</b> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl</p>	<p><b>Assertiveness</b> I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help</p>	<p><b>Looking Ahead</b> I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make when I am in Year 3 and know how to go about this</p>
<b>Year 3</b>	<p><b>How Babies Grow</b> I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I can express how I feel when I see babies or</p>	<p><b>Babies</b> I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family</p>	<p><b>Outside Body Changes</b> I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I recognise how I feel</p>	<p><b>Inside Body Changes</b> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes</p>	<p><b>Family Stereotypes</b> I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p>	<p><b>Looking Ahead</b> I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make next year and know now how to go about this</p>

	<p>baby animals</p>		<p>about these changes happening to me and know how to cope with those feelings</p>	<p>happening to me and know how to cope with these feelings</p>		
<p><b>Year 4</b></p>	<p><b>Unique Me</b> I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being</p>	<p><b>Having a Baby</b> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p>	<p><b>Girls and Puberty</b> I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>	<p><b>Circles of Change</b> I know how the circle of change works and can apply it to changes I want to make in my life I am confident enough to try to make changes when I think they will benefit me</p>	<p><b>Accepting Change</b> I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>	<p><b>Looking Ahead</b> I can identify what I am looking forward to when I move to a new class I can reflect on the changes I would like to make next year and can describe how to go about this</p>
<p><b>Year 5</b></p>	<p><b>Self and Body Image</b> I am aware of my own self-image and how my body image fits into that I know how to develop my own self-esteem</p>	<p><b>Puberty for Girls</b> I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I understand that puberty</p>	<p><b>Puberty for Boys</b> I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty</p>	<p><b>Conception</b> I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby</p>	<p><b>Looking Ahead</b> I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I am confident that I can cope with the</p>	<p><b>Looking Ahead to Year 6</b> I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make next year and know how to go about this</p>

		is a natural process that happens to everybody and that it will be ok for me		I appreciate how amazing it is that human bodies can reproduce in these ways	changes that growing up will bring	
Year 6	<b>Self and Body Image</b> I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem	<b>Puberty</b> I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty	<b>Babies - Conception to Birth</b> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I recognise how I feel when I reflect on the development and birth of a baby	<b>Boyfriends and Girlfriends</b> I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend / boyfriend I understand that respect for one another is essential in a boyfriend / girlfriend relationship, and that I should not feel pressured into doing something I don't want to	<b>Real self and ideal self</b> I am aware of the importance of a positive self-esteem and what I can do to develop it I can express how I feel about my self-image and know how to challenge negative 'body-talk'	<b>The Year Ahead</b> I can identify what I am looking forward to and what worries me about the transition to secondary school / or moving to my next class I know how to prepare myself emotionally for the changes next year

## 8. 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 for Science 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 e.g. how it may make them feel and how it may affect their relationships with other children.

## 9. Roles and Responsibilities

PSHE Coordinator - Mrs Caroline Finlay  
Drugs Coordinator - Mrs Caroline Finlay  
Designated Safeguarding Lead - Mrs Louise Dale

### The Headteacher will:

- ensure that the policy is implemented effectively and report to governors when requested;
- share the responsibility of the drugs coordinator and ensure that procedures for managing suspected substance related issues are followed;
- keep information for staff and parents on health related issues (including substances up to date);
- be the contact person for issues related to child protection and drug or substance misuse incidents.

### Drugs Coordinator will:

- work collaboratively with the PSHE Coordinator;
- review the drug policy in school, including procedures for handling suspected incidents;
- implement the policy, monitoring and assessing it's effectiveness in practice;
- co-ordinate the drugs education programme;
- advise colleagues on substance related issues;
- be the initial point of contact for colleagues wanting advice or information about substances or agencies;
- establish and maintain links with external agencies;
- observe appropriate confidentiality.

### PSHE Coordinator will;

- ensure PSHE is whole school responsibility;
- provide long and medium-term plans in consultation with staff;
- be aware of where to find information, help and resources/visitors;
- ensure that schemes of work develop skills and attitudes and not just information;
- support colleagues in the development of the subject;
- ensure staff have professional development according to their needs; (to enable them to teach effectively and handle difficult issues with sensitivity);
- implement a system of planning, assessment and recording;
- address the monitoring and evaluation of PSHE;
- liaise with governors, parents and outside agencies arranging periodic workshops/information sessions
- liaise with link schools to ensure smooth transition;
- observe appropriate confidentiality;

### The class teacher/subject teacher will be expected to:

- implement the PSHE policy across the school;
- inform all visitors to the school of the relevant sections of the policy;

- address PSHE in their curriculum planning and delivery;
- assess students skills and attitudes as well as knowledge and understanding;
- monitor behaviour that raises suspicion about drug or substance related issues and child protection concern; (see health and safety issues below.)
- observe appropriate confidentiality.

**The Support Network will:** (i.e. support assistants, Senco, PIO, ESW, and Learning Mentor)

- be aware of and implement the PSHE policy;
- work under the direction of class teachers.
- establish a good rapport with the child or group of children.
- to be responsible for individual pupils and groups of pupils within and outside school.
- raise suspicions about worrying issues affecting the child with nominated senior member of staff, parents and carers
- help to monitor students knowledge, skills and attitudes
- maintain full knowledge of the range of activities and opportunities that could be drawn upon to provide extra support for pupils;
- to share information between the school and agencies;

**The First Aiders will be expected to:**

- keep informed about drug and substance abuse and appropriate reactions;
- observe appropriate confidentiality;
- Keep an up to date list of all medical conditions and information about medicines given.

**The Caretaker will be expected to:**

- keep the school site free of dangerous objects and substances, i.e. “sharps” and dispose of them appropriately;
- be the contact person if anyone finds dangerous objects or substances on school premises;
- observe appropriate confidentiality.

**The Lunchtime Supervisors will be expected to:**

- implement the health and safety procedures related to drug incidents;
- implement the behaviour management procedures;
- implement child protection procedures;
- implement the lunchtime procedures;
- keep the Headteacher informed of any concerns which may be drug related;
- observe appropriate confidentiality.

**The Wider Community, i.e. school nurse, police school liaison officer, etc**

- to work within the policy of the school and on the Headteacher’s instructions to plan lessons with the teacher as appropriate, where community personnel are being used as a resource;

- to support existing good practice in the classroom; with the teacher being part of that experience to build on the pupils learning;
- to support parent and governor workshop/information sessions;
- to observe appropriate confidentiality;
- to act as a consultant for teachers.

**The nominated PSHE 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 PSHE policy (including sex, relationships and drugs education);
- liaise with parents and share their concerns and issues with school senior management team;
- be involved in the relevant section of the school development plan.

## **10. Parental Responsibilities**

The school is aware that the primary role in children's education lies with the parents. We wish to build a positive and supporting relationship with the parents of our pupils, through mutual understanding, trust and co-operation. To promote this objective we will:-

- keep parents informed about the PSHE and Citizenship programmes;
- invite parents to view materials used in RSE lessons;
- answer any questions parents may have about sensitive issues;
- take seriously any issues parents raise with teachers or governors about the policy or about arrangements for delivery of the subject;
- encourage parents to be involved in reviewing and contributing to the school policy;
- inform parents about the best practice known through training events, to enable parents to support key messages being given to children in school.

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.).

## **11. 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.
- 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, medical room 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/only in designated areas. 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. To sell alcohol the school must be licensed under the Licensing/Occasional Permissions) Act 1983.

### **Drugs Education in the curriculum**

Drug Education should be delivered through well-planned PSHE provision; non-statutory guidance and the statutory requirements within the Science National Curriculum and PSHE education Spiral Curriculum (Key Stages 1 – 2)

#### **Primary Schools**

At Key Stage 1 pupils recognise that household products, including medicines, can be harmful if not used properly. They understand the safe use of medicines and about people who look after them.

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.

## **12. Managing Incidents/Drug Awareness**

- in the case of suspected use and a school member apparently under the influence of a substance, the first aider will be informed and appropriate action taken. e.g. dialing 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

## **Parent Care**

Staff will be cautious about discharging a pupil to the care of an intoxicated adult, particularly when the intention is to drive home. Staff will suggest an alternative arrangement. The focus will be the pupil's welfare and safety. Where the behaviour repeatedly places a child at risk, or the parent or carer becomes abusive or violent, staff will consider whether to invoke child protection procedures and possibly involve the police.

The school and its governing body will decide if the police need to be called out or whether the school will manage the incident internally.

- consider each substance incident individually (in the case of children, the child protection procedures may be followed or the child's parents contacted; in the case of adults, the police may be contacted;
- recognise that a variety of responses will be necessary to deal with incidents in the interest of the child and other members of the school. A full record will be made of any incident.
- seek to balance the interest of the child/children involved in suspected drug related incidents, the other school members and local community;
- to provide Drug Education at an appropriate level within the spiral curriculum.

## **13. 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.

### **The Role of the School will be:**

- to contact the named person to act upon pupil's behalf (where necessary);
- to keep copies of pupils' Individual Bereavement plan (IBP);
- to review IBP regularly to support the needs of the child;
- the named person to keep all staff informed of circumstances and wellbeing of pupil;
- to monitor pupil progress, taking pupil's bereavement into account;
- to deliver a cross curriculum which includes opportunities to discuss the circle of life and death

### **The Role of the Parent will be:**

- to approach the school either (i) as soon as fatal/serious illness is diagnosed and/or (ii) the death of a close family member occurs. The initial contact should be with the Headteacher (HT) then an appointment made for the parent to discuss the way forward with HT/LP;
- to approach the named person and class teacher with dates/events which will cause distress to the pupil as these approach to discuss how they want them handled. This could vary from person to person, as time passes, as pupil changes or according to the specific event/date;
- to make appointments to initiate reviews and to keep the school abreast of circumstances.

The Role of the Parent and the Named Person/PSHE Coordinator in conjunction with the Child, will be:

- to devise a confidential **Individual Bereavement Plan (IBP)**;
- to review the confidential **Individual Bereavement Plan (IBP)**

Following discussion and depending on circumstances and personal preference, an Individual Bereavement Plan could contain any of the following suggestions or others suggested by the parent or child:

- preparation for death (awareness of spiritual beliefs); the named person could attend the funeral;
- the named person could visit pupil at home between funeral and return to school;
- the school/class could send a card;
- fellow pupils could attend the funeral by invitation (discuss with their parents);
- circle time could be used (with/without pupil present) (spiritual beliefs);
- the pupil could donate a tree/picture in memory of the relative;
- a photo/memorial corner could be set up in the library;
- the pupil could create a scrapbook of photos/drawings as celebration of life;
- a special assembly could be held (with/without pupil present) (spiritual beliefs);
- weekly/fortnightly/monthly/termly 'chats' could be arranged between pupil and LP;
- the named person could operate 'open door' policy for pupil and parent;
- the parent could meet with LP half termly/termly (as parent wishes).

#### **The Role of the Named Person/PSHE Coordinator:**

- to liaise with the parent as agreed;
- to help implement the school's contribution to the Individual Bereavement Plan as agreed.

#### **14. Staff Development**

Staff development needs will be identified through performance management and monitoring and evaluation system. These will inform personal development plans and the School Development Plan.

#### **15. 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 students will be involved in the evaluation process;
- monitoring and development of PSHE throughout the school is primarily the responsibility of the PSHE coordinator, nominated 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 PSHE coordinator will identify the INSET needs of colleagues and ensure that adequate resources are available for the teaching of PSHE. Strengths and weaknesses in the subject will be addressed and specific areas for further improvement indicated. These will all be addressed within the PSHE action plan.

#### **Useful Websites**

[www.thinkuknow.co.uk/teachers](http://www.thinkuknow.co.uk/teachers)  
[www.childnet.com](http://www.childnet.com)

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)  
[www.ceop.gov.uk/reportabuse/index.asp](http://www.ceop.gov.uk/reportabuse/index.asp)  
[www.nen.gov.uk/hot\\_topic](http://www.nen.gov.uk/hot_topic)

### **Related policies**

This policy should be read in conjunction with the following policies

- **Behaviour Policy**
- **Teaching and Learning Policy**
- **Anti Bullying Policy**
- **ICT Policy**
- **Safeguarding and Child Protection Policy**
- **Health and Safety Policy**

### **Monitoring/Reviewing Arrangements**

This policy will be reviewed at least every three years but will be changed and adapted accordingly if necessary.

Date policy written: June 2017

Date Policy reviewed: June 2020

Date approved by the: School Standards Committee June 2020

Date to be reviewed: June 2023