

WALLISDEAN JUNIOR SCHOOL  
PSHE, SRE AND DRUGS POLICY  
September 2018



A Whole School Personal, Social and Health Education (PSHE), Sex and Relationship Education (SRE) and Drugs-related issues policy

Description of setting:

Wallisdean Junior school is a mixed, non-denominational junior school situated on the same campus as Wallisdean Infant School. The School currently has 219 children on roll.

1. How the policy was formulated:

The development of this policy follows the procedure outlined in the school's Policy Protocol and is based around the new school curriculum.

The policy review was undertaken by the Leadership Team in collaboration with the PHSE Leader.

This policy has undergone consultation involving governors, teachers, parents/carers and children. Parents/carers have the opportunity to review this policy when they are invited to the SRE meetings in the summer term.

2. Where and to whom the policy applies

This policy applies to all staff, pupils, parents and carers, governors and partner agencies working with and at Wallisdean.

3. National Guidance:

The structure of this policy is based on the HIAS (Hampshire Inspectorate and Advisory Service) Healthy Schools website model: *Policy for PSHE including SRE and drugs education*.

The Leadership Team have referred to the national documents:

*Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education* (DfE, March 2017 draft due for publication 2018)

*DfE and ACPO drug advice for schools* (DfE, September 2012)

*National Curriculum: Primary Curriculum* (DfE December 2013)

4. Definitions and Terminology:

**PSHE:** We define PSHE as the vehicle through which we aim to give all pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

**SRE:** Sex and Relationship Education involves lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity.

**DRUGS:** Substances people take to change the way they feel, think or behave.

## 5. Content of PDL (Personal Development Learning) programme including SRE and Drugs:

PSHE/PDL: We believe that PSHE is central to the educational entitlement of all of our children. Although it will be taught in part through discreet lessons, elements of PSHE permeate all aspects of school life. We aim to cover the following core themes as set out in the 2017 PSHE Association Programme of Study: Health and well-being, relationships, and Living in the wider world.

SRE: The focus in Year 3 is on keeping themselves healthy and safe, including the PANTS rule. The emotional and physical aspects of puberty are taught in the Summer term of Year 4. This includes reference to human sexual organs. In the Summer term of Year 5 we revise puberty and teach children about human conception, birth and supportive relationships.

The content of our SRE curriculum addresses *National Curriculum Science: Year 5 programme of study requirements – Animals including humans; describe changes as humans develop to old age.*

In accordance with legislation, pupils may only be withdrawn by their parents from those aspects of Sex Education that are outside the statutory element of the Science National Curriculum.

DRUGS: In terms of National Curriculum coverage our approach to drugs education encompasses the Science element: *Year 6 programme of study – Animals including humans; Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.*

The school's first concern is the health and safety of the school's community and meeting the pastoral needs of the pupils. The school's approach to the storage and administration of medication, is set out in the Administration of medicines policy. Illegal and unauthorised drugs are not permitted at school. School recognise the Psychoactive Substances Act 2016 and that it is an offence to produce, supply, or offer to supply any psychoactive substance if the substance is likely to be used for its psychoactive effects, regardless of its potential for harm.

The school operates a 'No smoking' policy, which extends to the whole school grounds and includes the use of e-cigarettes.

### 5. Aims and objective of the policy:

The aim of this policy is to ensure that all members of the school community are aware of the school's approach to PSHE, SRE and drugs-related issues. Through this awareness, and the clear guidelines outlined by this policy, we hope to achieve a consistent and comprehensive delivery of PSHE, SRE and drugs education entitlement.

More specifically, this encompasses the following:

#### Aims

We aim that through the PSHE curriculum our pupils will:

- Develop self-confidence and responsibility.
- Develop a safe and healthy lifestyle.
- Develop the ability to form good relationships.
- Have opportunities to consider issues, which may affect their own lives and the lives of others.

- Learn to respect the differences between people.
- Value and respect belongings, living things and the environment.
- Prepare to play an active role as citizens.

We intend to achieve these aims through:

- A school ethos that values the place and contribution of all individuals to the school community and promotes self-respect and respect for others.
- Circle time activities
- Class & school council meetings
- Teaching PSHE through a topic-based approach.
- Special activities and events
- Themed assemblies
- Giving pupils opportunities to work in a variety of group settings
- Supportive relationships between 'adult and child' and 'child and child.'

## 6. Organisation of the PSHE Programme:

The PSHE coordinator is responsible for overseeing the planning and delivery of PSHE.

Class teachers deliver PSHE through a topic-based curriculum. Additional PSHE will be delivered to address issues, for example through circle-time. The work carried out in these sessions will be drawn from plans based on the PSHE Association Guidance, linked to whole-school themes (for example Anti-bullying week) or in response to a specific identified need within the class (for example: talking through the needs of a new class member who has particular difficulties of some kind).

The broader context of PSHE is considered through the use of Picture News, which features local, national and worldwide issues and incorporates a clear British Values theme. Children take part in regular whole-school and class assemblies to discuss and respond to these.

We have a School Council who meet on a regular basis and help to inform and steer our policy on certain vital themes: for example, changes to lunchtime arrangements.

Partner agencies are welcomed as part of our PSHE, SRE and drugs programme. For example: Fire Services and our local PCSOs. We liaise with other professionals to support our work.

## 7. Staff support and training:

The Executive Head Teacher of the school values PSHE as a fundamental element of the school's provision and supports staff training through staff meetings, induction and other continuing professional development.

## 8. Assessment, monitoring, evaluation and reviewing:

The needs of our children are monitored and regularly reviewed in order for us to identify needs and adapt the curriculum. Where individual needs are identified, these are addressed through 1:1 and small group interventions.

## 9. Additional Pastoral Care Arrangements

At Wallisdean, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children

are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some able children may also have Special Educational Needs and need additional support.

Children may require additional arrangements for emotional and social development or support; for example Emotional Literacy Support Assistant (ELSA) work, or specific types of behaviour approaches.

### **ELSA**

The school employs a designated ELSA who runs a variety of small groups aimed at developing social skills, life skills and emotional resilience. The ELSA is also available to work with children on a 1:1 basis. This may be for regular or occasional support with school or home issues.

### **Additional support**

Children may also work in small groups to develop social skills, life skills and emotional resilience. This may include lego therapy and social communication groups.

The Head of School and Executive Head Teacher are the Designated Safeguarding Leads (DSL) and work with children, families and partner agencies on an individual basis when the need arises.

All children have opportunities, through PHSE sessions, to identify how to get help when they need it. Posters are displayed around the school showing various helpline numbers. The children's awareness of these mechanisms is monitored through class-based work and child-conferencing.

In the case of a specific identified need e.g. the death of a member of the school community, partner agencies are involved in offering counselling and support to pupils and staff.

Staff are made aware once a term (in line with confidentiality guidance) of those children who are vulnerable or who have specific needs.

### 10. Referral and external support:

Referrals are made to external support agencies where necessary and follow the protocols specified by those agencies.

### 11. Involvement of parents/carers:

Parents of children in Years 4 and 5 are invited to attend a meeting prior to the SRE programme in the Summer term. If parents wish to withdraw their child from non-statutory elements of the programme they should request a meeting with the DHT/EHT to discuss this.

### 12. Management of Drug related incidents.:

(Refer also to Administration of medicines policy)

#### *Suspected illegal and unauthorised drugs – storage, disposal and safety guidance for staff*

Any suspicious drugs will be collected and sealed into plastic bags by a member of staff wearing gloves. The police will be contacted as soon as possible to dispose of the items. Each situation will be dealt with on an individual basis, but all relevant information will be disclosed. The details of the incident will be recorded in CPOMS.

The school refers to the detailed guidance contained within the publication *DfE and ACPO drug advice for schools* (DfE, September 2012) for all specific procedures.

#### *Staff training*

All staff are made aware of the above arrangements annually.

#### Residential Trips

Parents complete a medicines form prior to the residential. All medicines, clearly labelled, are handed to the designated senior teacher before leaving school. The medicines are kept in a secure location for the duration of the trip and administered by a senior member of staff at the residential site according to the instructions.

#### 15. Confidentiality:

All members of staff should be aware of the school's confidentiality policy and the Keeping Children Safe in Education document.

#### 16. Linked policies:

Confidentiality, Curriculum, Child protection, Whole school food, Health and safety,