



COLLIS PRIMARY SCHOOL

PSHE&C POLICY

(incorporating Drugs Education, Sex and Relationship Education and HIV/Aids statement).

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PSHE & CITIZENSHIP POLICY

INTRODUCTION

This policy has been formulated through discussions with teachers, non-teaching staff and governors at Collis School.

It welcomes further discussion and comment from pupils, through the School Council and from parents, through Governors and the personal Social Health Education & Citizenship (PSHE&C) coordinator.

The policy is in line with the *National Curriculum Handbook for Primary Teachers in England* (1999) and the *QCA Initial Guidance for Schools* (2000).

The school's PSHE&C Policy includes a range of policies and statements encompassing all aspects of the curriculum framework, ensuring a consistent approach and clear cross-referencing between related subject areas.

The school's Behaviour, Anti-Bullying and Anti-Racial Harrassment policies are incorporated in a separate document.

MISSION STATEMENT

We at Collis School believe that PSHE&C should explicitly reflect and be reflected in the values and ethos of our school. As a staff we are firmly committed to establishing a common sense of purpose; a welcoming atmosphere; codes of conduct for encouraging positive behaviour and respectful relationships; challenging discrimination and bullying; promoting courtesy and respect; raising and recognising achievement; consulting and valuing all members of the school's community; and the example set to pupils. We are also committed to ensuring that all pupils stay as healthy as possible and keep themselves and others safe and promoting the spiritual, moral, cultural, mental and physical development of pupils in our delivery of sex and relationship education.

AIMS

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

- To promote opportunities for all pupils to learn and achieve, and
- To promote children's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

For all pupils to develop into people who are able to:

- Have self esteem and independence
- Form meaningful relationships
- Be a good example to others
- Have the knowledge, skills and attitudes to make informed choices

- Respect the views and lifestyles of others (where they do not adversely affect their wellbeing)
- Become an active citizen - taking an active part in their own and others' communities
- understand the need for responsible behaviour and to choose to behave responsibly
- take responsibility for their decision

OBJECTIVES

By the end of KS1 all children will be able to:

- Have the confidence to express their opinions
- Be able to make choices that will promote their health
- Be able to sustain positive relationships and be able to recognise a positive relationship
- Have strategies to resolve conflicts
- Be aware that people are different and have lifestyles and opinions other than their own and to respect them
- Be able to take on roles/responsibilities
- Understand the need for responsible behaviour and to choose to behave responsibly
- Be aware that there are consequences of inappropriate behaviour.

By the end of KS2 all children will

- Understand and accept the changes and pressures that experience through change
- Have a range of strategies to deal with their emotions
- Be aware of what contributions to a healthy body, e.g. hygiene, exercise, nutrition and sleep and be able to make an informed choice
- Be aware of the support network both in school and in the wider world and how to access help and support
- Have the confidence and ability to communicate effectively with others, eg conflict resolution
- Understand their roles and responsibilities in a community
- Show respect for diversity

HOW THE OBJECTIVES ARE ACHIEVED

Knowledge, skills and understanding work at all stages and for all themes. PSHE&C education has three main elements:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle.

These elements are delivered through the PSHE&C framework and key themes are revisited through SEALs.

THE FOUNDATION STAGE

See DfEE Guidance - Early Years Goals
Personal, social and emotional development
SEAL's

Refer to Sex & Relationship Education and Drugs Education sections of this policy for specific issues relating to those subject areas.

KEY STAGE 1

Year 1	Class rules Feelings/moods Medicines Loss/mourning Human growth	Apparatus safety Road safety Food/hygiene Outdoor safety Water safety
Year 2	Class rules Humans as organisms Comparisons with distant localities Outdoor games safety Water safety	Local environment Medicines Apparatus safety Electricity safety The role of charities

KEY STAGE 2

Year 3	Environmental issues – living things Road safety Class rules Death/mourning School Council - Democracy Resolving disputes	Water safety Pedestrian training Hand washing The role of charities Dental care A balanced diet
Year 4	Life stages Class rules School council Team work Safety in the home/school Personal hygiene	The role of charities Water safety Cultural diversity Road safety Electricity safety Outdoor games safety
Year 5	Death/loss change Morals Environmental issues A healthy diet Cycling proficiency	Personal safety School council Firework safety The role of charities
Year 6	School journey Secondary transfer School council Water safety	Electricity safety Cycling proficiency Personal hygiene Junior Citizens

DELIVERY OF PSHE&C

PSHE&C education is cross-curricular and generally delivered by the class teacher. Specific areas are taught through timetabled PSHE&C lessons. Good PSHE&C education share many of the features of well-taught lessons in any subject. As well as effective planning and monitoring within the school's framework, effective use is made of a range of teaching strategies and related experiences:

- Assemblies linked to SEALs, current affairs, 'World' festivals
- Role play
- Circle-time
- Fundraising (including charities)
- Healthy living initiatives
- School visits
- Formulating links within the community and beyond (2010, link established with Nelson School in India)
- Residential trips
- 'Buddies'
- School Council
- Displays
- Visiting cultural performances
- Clubs
- Establishing links with other schools
- Junior Citizens
- Involvement in environmental issues - The Green Team
- Up-to-date information designed for young people
- Use of outside speakers
- Through Science Curriculum
- Structured games

SPECIFIC ISSUES AND STATEMENTS

Outside Speakers (including school nurse and police)

Any outside speaker will be given a copy of the policy related to their appropriate subject area to check that their contribution is suitable.

Staff Training

Appropriate staff training will be offered when available through INSET.

Confidentiality

The DfEE guidance clearly states that "Schools should ensure that they are familiar with the procedures set out in the Department's Child protection circular 10/95 - *Protecting Children from Abuse: The Role of the Education Service*".

At Collis School the named member of staff responsible for child protection issues is the Headteacher. The following are key points to consider by all those working within the school when approaching the subject of confidentiality:

- Teachers and non-teaching staff cannot offer or guarantee absolute confidentiality.
- It is only in the most exceptional circumstances that schools should be in a position of having to handle information without parental knowledge. This will be grounds for serious concern and child protection issues should be addressed.
- Pupils have a right to expect the school to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed by staff.
- Pupils, parents and carers should be made aware of confidentiality issues and how they work in practice.
- Pupils should be reassured that their best interests will be maintained.
- Pupils will be reassured that if confidentiality has to be broken they will be informed first and then supported appropriately.
- Pupils will be informed of sources of appropriate confidential help.
- Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual pupils, but in a classroom situation they should follow the school's policy.

RESOURCES

Resources will be bought and monitored by the PSHE&C co-ordinator and will be kept in the central resource area.

FORMULATION AND REVIEW

This policy was reviewed in March 2011. Three further measures have been taken since the policy was formulated to raise the profile of Citizenship within the school:

- School Council produces a pupils' newspaper
- A Collis School Citizenship File is displayed in the entrance hall as a record of the school's achievements and individual's participation in related issues
- Money management is approached in Years 2 and 6 linked with maths.

Further Supporting Documents

- Citizenship – *QCA Schemes of Work 2002*
- Citizenship – *QCA Guidance on Assessment, Recording and Reporting 2002*
- Sex and Relationships - *OFSTED 2002*
- Drug, Alcohol and Tobacco Education – *Guidance QCA 2003*
- Drug Guidance for Schools - DfES 2005
- Excellence and Enjoyment: SEALs DfES 2005.
- Social Inclusion: Richmond Borough Guidelines (2001)
- The Macpherson Report (1999)

DRUGS

DEFINITIONS

For the purposes of this document the term 'drug' can include the following substances:

- Alcohol
- Tobacco
- Volatile substances (solvents)
- Prescribed drugs
- Over-the-counter medicines
- Illegal drugs

AIMS

- To Value self
- To make informed choices
- To develop attitudes to drugs and drug use to support health
- To develop personal and social skills to be informed about risks and dangers of drugs and medicines (including alcohol and tobacco), and to know how to access and support the skills to achieve this

OBJECTIVES

- A programme of drugs education that allows pupils to work at their own levels of understanding
- Procedures for dealing with drug and alcohol incidents
- Drugs education should take account of pupils' views so that it is both appropriate to their age and ability and relevant to their particular circumstances (Section 2.2 of DfES Guidance 2004).

VALUES FRAMEWORK

- All drugs can be harmful if not properly used
- No illegal drug can be properly used
- Children should be taught to avoid contact with drugs related instruments/objects
- Should this occur, they should seek help
- Children should value and care for themselves to lead a healthy lifestyle
- All behaviour is a choice.

HOW OBJECTIVES ARE ACHIEVED

Knowledge and Understanding, Skills and Attitudes work at all stages and for all key themes.

KEY STAGE 1

Knowledge and Understanding

- School procedures relating to medicines
- The role of medicines (both prescribed and over the counter) in promoting health and the reasons people use them
- Understanding that all drugs can be harmful if not properly used
- Simple safety rules about medicines and other substances used in the home including solvents
- Consideration of alcohol and tobacco, their general effects on the body and on behaviour
- People who are involved with medicines, such as professionals, pharmacists and shop keepers.

Skills

- Communicating feelings such as concerns about illness and taking medicines
- Following simple safety instructions
- When and how to get help from adults

Attitudes

- Attitudes towards medicines, health professionals and hospitals
- Attitudes towards the use of alcohol and cigarettes
- Responses to media and advertising presentations of medicines, alcohol and smoking

Themes

- Medicines
- Drugs around the home
- People who help us
- Taking care of oneself
- Keeping healthy

KEY STAGE 2

Knowledge and Understanding

- School procedures relating to medicines, tobacco, solvents and illegal drugs
- Different types of medicines (both prescribed and over the counter), legal and illegal drugs, their effects and their associated risks
- Introduction to the law relating to the use of legal and illegal drugs
- People who can help children when they have questions or concerns

Skills

- Identifying risks
- Coping with peer influences
- Communicating with adults
- Decision making and assertiveness in situations relating to drug use
- Giving and getting help
- Safety procedures when using medicines

Attitudes

- Attitudes and beliefs about different drugs and people who may use or misuse them
- Responses to media and advertising presentations of alcohol, tobacco and other legal drugs
- Taking responsibility for one's own safety and behaviour

Themes

- What are drugs
- Drugs as medicines
- Drugs as medicines and how you take them (include dangers of over-dosing on prescription drugs, etc)
- Smoking
- Alcohol
- Drugs and the law

SPECIFIC ISSUES STATEMENTS

Dealing with drugs-related incidents People found in possession of an unauthorised or drug (event antibiotic) will be assessed for whether they are in need of medical care and their parents/'guardian will always be contacted. Illegal drugs will be given to the Headteacher who will either call the police or dispose of the drug.

Adults under the influence of drugs – parents or staff – will be immediately sent to the Headteacher and asked to leave the premises. Social services will be contacted.

Drugs for staff personal use: Drugs must be kept locked away out of reach of pupils at all times.

HIV/AIDS STATEMENT

HIV stands for Human Immunodeficiency Virus. HIV can damage the immune system, weakening the body's defences against infections which would be fought off under other circumstances but which can be life threatening to people with HIV. An HIV test is usually for antibodies to HIV, and where such antibodies are found, a person is said to be HIV positive (HIV+) or HIV antibody positive.

AIDS stands for Acquired Immune Deficiency Syndrome. When a person is diagnosed as having AIDS, it means that a collection (syndrome) of specific infections has been identified which is related to damage to the immune system as a result of HIV infection. Many of these infections, however, can be successfully treated and people living with AIDS are often well with only occasional acute episodes of illness.

The term 'people with HIV and AIDS' will be used to describe people living with HIV infection and AIDS.

Whilst terminology for HIV and AIDS has not changed it is now referred to as HIV/AIDS and will be for the purpose of this document.

Pupils of all ages have heard of HIV and/or AIDS. Research has shown that children in the first years of school have some awareness of the term HIV/AIDS. They might notice posters around especially on World Aids Day, or have heard jokes or gossip.

The school challenges misinformation and supports the development of understanding and care of those infected and affected with HIV/AIDS.

This is supported by our Drugs Education, Sex Education, Equal Opportunities Policy, Borough Policy for Employment and general ethos of the school.

DELIVERY STATEMENT

- Through the general ethos of the school such qualities as tolerance, understanding, fairness, empathy and compassion are modelled to pupils by all members of staff and developed through all areas of school life;
- By the health and safety in the workplace policy;
- Through existing PSHE policy
- When questions arise on HIV/AIDS with children these will be dealt with honestly and straightforwardly but without mention of sexual transmission. Sometimes a child may be referred to parents or an appropriate agency.

CONFIDENTIALITY

All HIV/AIDS issues will be treated with total confidence. All disclosures relating to HIV/AIDS will be kept totally private.

Any member of the school community who has information on the HIV/AIDS status of any individual will not share this information. Where it is deemed desirable that this information is made available to another staff member consent must be sought and given before proceeding.

No member of staff is under any obligation to reveal their HIV status in any circumstances, nor should any member of staff disclose the HIV status of anyone within their family or friendship group unless they wish to.

Parents are under no obligation to reveal the HIV status of their child/ren to staff. Should any teacher be informed that a child is HIV+ they will keep this information confidential, but may ask for permission from the parent or carer of the child to inform the Headteacher if they feel it is in the family's best interests that another adult is informed. If consent is denied no further action should be given.

SEX & RELATIONSHIP EDUCATION

DEFINITION

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It is recognised that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and other committed and stable relationships as key building blocks for community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

LEGAL REQUIREMENTS

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any of all parts of a school's programme of sex education, other than those elements which are required by the National Curriculum Science Orders.

AIMS

Know and understand:

- The 3 R's – relationships, responsibility and the right to say no
- Their bodies – specific vocabulary and appropriate terminology
- Support systems available
- People have different value and belief systems
- The reproductive process
- The importance of families
- There are different types of family
- That human sexuality changes throughout the life cycle
- Appropriate behaviour depends on where you are and who you are with
- That people have different boundaries
- Potential danger and difficulties
- Raising a child is a lifelong commitment

Believe:

- They have rights over their bodies
- There are different lifestyles and everyone has the right to choose for themselves
- That they are worthy of love, attention, respect, acceptance, inclusion and to be seen as worthy individuals
- That you're worthy of help and that people are willing to help
- They are comfortable with their selves

- They have choices
- That everyone has an entitlement to their own sexuality

VALUES FRAMEWORK

- Receive their sex education in the wider context of relationships; and
- 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.
- Are prepared for the opportunities, responsibilities and experiences of adult life;

DELIVERY

KEY STAGE 1

Year 1

- Personal safety (playground, hygiene, apparatus)
- Know and understand own bodies
- Loss and mourning
- Varied lifestyles in the class and community
- People in my life
- Friendships
- Different types of family
- Likes and dislikes in other people and me
- Growth (including parts of the body, males and female, babies have special needs)
- My moods – feeling happy, sad, etc

Year 2

- People who help us
- Things that make me happy or sad
- Friendships
- Changes (family trees, how children grow, ageing, moving up to the Juniors)
- Role of family – people in my life
- Healthy living (food, medicines, exercise)
- Emotions
- Personal safety (including stranger danger)
- Life cycles

KEY STAGE 2

Year 3

- Feelings and emotions
- Valuing others
- Personal safety (good and bad touches, skills to maintain personal safety)
- The nature of families
- Personal hygiene
- Changes (in our own bodies and within school life)
- Inside my body (understanding the functions of different parts)
- Caring for myself (sleep, exercise, hygiene)
- Know about the needs of old and ill
- Loss and mourning

Year 4

- Personal hygiene
- Birth and death in different countries
- Relationships (family and friends, gender roles)
- Childbirth – human reproduction

Year 5

- Feelings and Emotions
- Death, loss, mourning
- Choices in life
- Friends and relationships
- People in my life
- Needs of old and ill
- Parts of the body including reproductive system
- Puberty (media message)
- Personal hygiene
- Gender (media messages, how they affect us, images they portray)

Year 6

- The human body and its systems
- Friendship issues – people in my life – what they do for me and what I do for them
- Personal safety (values, making informed decisions, responsibilities)
- Parenting skills and what they entail
- Relationships (families, friends, communities)
- Stereotypes
- Birth, death, marriage, the old and ill in different cultures (including childbirth)
- Patterns of friendship
- Decision making and risk taking
- Hygiene
- Expressing feelings and emotions
- Coping with change (transferring to secondary school)

Most elements of sex and relationship education are taught within PSHE and Citizenship, including SEALs, which is totally cross-curricular and is generally delivered by the class teacher. Outside speakers might be invited into school, such as the school nurse. Specific elements are taught as part of the National Curriculum for Science.

Responding to children's questions: Questions will always be answered in an age-appropriate manner, and at the discretion of the class teacher. Parents may be consulted should a sensitive issue arise.

THE RIGHT TO WITHDRAW

As already mentioned in the legal requirements section of this policy, all parents have the right to withdraw their child from all or part of the sex and relationship education provision, except those parts covered by the National Curriculum Science Orders. If a parent wishes to withdraw their child they must make an appointment with the Head Teacher to discuss the matter further.