

# HARESTOCK PRIMARY SCHOOL

## SCHOOL POLICY

### PERSONAL, SOCIAL AND HEALTH EDUCATION

#### Update from the last version:

Drug education included as an appendix. Managing drug related incidents now a separate policy; includes other elements of the PHSE programme now taught

Date: Summer term 2018

Review Date: Summer term 2021

#### **RATIONALE**

P.S.H.E is the means through which we develop children spiritually, culturally, morally, socially and physically. It prepares them for the opportunities, responsibilities and experiences of life. It enables them to make judgements and choices based on knowledge and understanding. It enables them to develop a sense of fairness, responsibility and caring along with an understanding of diversity.

We believe that Sex and Relationships Education and Drug Education should be delivered as an integral part of the school's P.S.H.E programme. Drug Education is contained within this policy as an appendix.

#### **AIMS**

- ◆ to enable the child to develop self awareness, confidence and responsibility for themselves and others
- ◆ to prepare for an active role as a citizen of the school and the wider community
- ◆ to develop a healthy and safe lifestyle
- ◆ to develop good relationships and respect for the differences between people
- ◆ to enable the child to develop essential knowledge, skills and understanding

#### **PURPOSES**

To offer a programme which:

- ◆ begins with the child's own perceptions, knowledge and understanding
- ◆ helps develop self awareness and self esteem
- ◆ help develop personal responsibilities towards themselves and others
- ◆ teaches the children about mindfulness, resilience and assertiveness
- ◆ enables children to understand how the body functions, grows and changes
- ◆ provides health related knowledge with understanding and skills to use it
- ◆ promotes issues of safety and encourages children to take responsibility for themselves and others
- ◆ develops moral values, tolerance and respect for others
- ◆ develops an awareness and sensitivity to issues of cultural and religious beliefs
- ◆ develops community, national and world awareness

## To develop a school environment which:

- ◆ supports the programme for P.S.H.E
- ◆ promotes opportunities for honest and sensitive discussions and questioning
- ◆ encourages children to be involved in planning, evaluating and where appropriate record their experiences and achievements
- ◆ involves children in decision making about school life
- ◆ promotes the diverse community at Harestock including pupils who have English as an Additional language

## **GUIDELINES**

Teaching time will include activities such as:

- ◆ Assemblies
- ◆ Circle time
- ◆ School Council
- ◆ Community experiences; visiting places, residential trips (Yr6), visitors to school
- ◆ Whole school events
- ◆ Supporting charities - local, national or international
- ◆ Entering competitions within the locality

P.S.H.E helps children to become increasingly responsible for their own learning, allowing them to experience and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. This is apparent in all curriculum areas.

Good classroom practice will involve a wide range of teaching and learning strategies, which take different learning styles into consideration.

It is the responsibility of class teachers to plan for and deliver PHSE (using the long term plan) by incorporating it into all areas of the curriculum.

### **Guidelines for Visitors**

Since preparation for the world of work is not the sole responsibility of schools, we support visitors to the school from other agencies within the community. All visitors to the school will be well briefed by staff and the teacher involved will need to ensure that the visitor shares and understands the objectives of the activity. We recognise that a visitor is not a substitute teacher but a resource for learning. Consequently, any visitor to the school will be familiar with the relevant legislation and guidelines and may be required to undergo a police check.

Visitors may include parents, speakers from various charities and people who work in the community.

There are substantial planned links with the community across the school long term curriculum map.

Its effectiveness will be monitored through planning, sampling and moderation of children's work and pupil interviews.

## **Appendix 1: Drug education:**

Harestock Primary School is committed to the health and safety of its members and will take action to safeguard their well-being. We will actively discourage the use of illegal substances, alcohol or tobacco and the misuse of glue, solvents, prescribed and over-the-counter medicines. We acknowledge the importance of our pastoral role in the welfare of young people and through the general ethos of the school, will seek to enable pupils needing support to come forward. It is our aim to develop a whole school approach to drug education in the context of the school curriculum.

### **Inclusive definition of drugs**

*We define a drug as a substance that, when taken into the body, changes the way we feel, the way we perceive things, and the way our body works. This definition includes illegal substances and also legal substances such as alcohol, tobacco, solvents and medicines and 'legal highs' as defined by the Psychoactive Substances Act 2016 which is due to be passed as law during 2016.*

### **Rationale/key principles**

We will provide all pupils with drug education as an integral part of our Personal, Social and Health Education (PSHE) and Citizenship programme.

It is our aim to help all pupils to be able to take their place safely in a world where a wide range of drugs exists. We recognise that some drugs have beneficial effects, but also that every drug has potential harm. For this reason, all drugs need appropriate and responsible care and management. In order to be able to make informed choices, staff and pupils need to understand the nature of drugs, their social status, their uses and effects.

### **Ethos**

Drug education in our school aims to enable pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use and developing and practising decision making skills. The programme we follow is based on national and local guidelines for good practice and is appropriate to the age and experience of our pupils.

### **Content**

Drug issues will be reinforced throughout the child's education, matching their increasing understanding and maturity.

### **Key Stage 1**

Children should be introduced to ideas about how to keep healthy and the role of drugs as medicines.

### **Key Stage 2**

Children should be introduced to the fact that whilst all medicines are drugs, not all drugs are medicines. They should also begin to be aware of the harmful effects on health of abuse of tobacco, alcohol and other drugs.

The drug education programme will provide opportunities for pupils to:

- explore attitudes and values around drug misuse.
- practise decision making skills.
- become aware of peer pressure.

- develop assertiveness skills.
- consider the consequences of risk taking.
- learn how to access sources of help and information.
- emphasise the benefits of a healthy lifestyle.
- evaluate media messages on drug use.

### **Use of visitors and outside speakers**

Outside agencies may be involved in the planning and teaching of the drug education programme and will be asked to adhere to our school policy. We use visitors to support our planned teacher lead programme of education, in line with national and local guidance. The class teacher is always present when visitors are working with our pupils. We currently use the planning documentation from Life Education Wessex.