

Policy for PDL

(Including PSHE, Sex and Relationships Education, Drug Education, Citizenship, SEAL and Healthy Schools).

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Written by: V Messem

Policy Information:

This policy was written using a range of national documents, including:

- National Curriculum (2000)
- Sex and Relationships Education Guidance (2010)
- Current status of Sex and Relationships Education (2011)
- Drugs Guidance for Schools (2009)
- SEAL materials (2005)
- National Healthy Schools (2009)

What is Personal, Social, Health and Economic Education? (PSHEE)

PSHEE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

PSHEE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided in framework for personal, social and health education (PSHE) and citizenship.

SMSC is developed at Holbrook through our work within Citizenship, SEAL, National Healthy Schools Status and our Healthy Schools priorities.

See Appendix A for an overview of the umbrella of PSHEE.

What is Sex and Relationships Education (SRE)?

"Effective SRE is important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. Schools provide a safe place for children and young people to make sense of the information they have picked up from the media and also playground myths." (SRE Guidance 2010)

It is not about the promotion of sexual orientation or sexual activity. (DFEE Sex and Relationships guidance-good practice 2000)

Under the coalition government the status of sex and relationship education has not changed at present. The government outlined their commitment to SRE in the Schools White Paper 'The Importance of Teaching' published in November 2010. The Paper states that children need high-quality sex and relationships education so they can make wise and informed choices.

What is Drug Education?

Drug education plays an important part in preparing pupils in their present and in their future lives to make informed choices. Drug education should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating to their own and others' actions. Additionally, drug education should take into account pupils' views, so that it is both appropriate to their age and ability, and relevant to particular circumstances. (Drugs: Guidance for Schools 2009)

What is Citizenship?

There are 3 interrelated strands in the framework:

- Social and moral responsibility
- Community involvement
- Political literacy

These should be taught to prepare children to play an active role as members of a democratic society, to develop independence and responsibility and to make informed choices about their own lifestyles.

What is Social and Emotional Aspects of Learning (SEAL)?

SEAL in primary schools offers a whole framework for promoting social and emotional literacy, supporting children with:

- social awareness
- managing their feelings
- motivation
- empathy
- social interactions.

At Holbrook the SEAL materials are used to supplement the existing PSHEE planning. The materials are grouped by age and theme. The seven themes covered within the school year are:

- New beginnings
- Getting on and falling out
- Say "no" to bullying (this theme is used by all year groups during anti-bullying week every November)
- Going for goals
- Good to be me
- Relationships
- Changes

Seal will help children to develop self-awareness, motivation, social skills and managing their feelings. These skills will help children to become better learners, get on better with other people and be responsible citizens.

What is Healthy Schools?

The aims of the National Healthy Schools Programme

The aims of the NHSP are:

- to support children and young people in developing healthy behaviours;
- to help to raise pupil achievement;
- to help to reduce health inequalities; and
- to help promote social inclusion.

By maintaining Healthy Schools status we are working towards the Government's vision of the 21st century that 'every school has at its heart the need to address elements of the lives of children and young people, with a particular emphasis on health and well-being.' (National Healthy Schools 2009).

At Holbrook we are further developing this by working towards whole school priorities based on Emotional Health and well being and Healthy Lifestyles.

Aims and objectives of PSHEE, Citizenship and SEAL:

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes good relationships with others.
- Have respect for others.
- Be independent and responsible members of the community.
- Be positive and active members of society.
- Develop self confidence and self esteem, and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school community.
- Promote positive links with the wider community.

In PSHEE pupils will develop values, attitudes, knowledge, skills and understanding. The expectations for the end of the Foundation Stage are listed in appendix B. The expectations for Key Stage 1 and 2 are listed in appendix C.

Aims and Objectives of SRE:

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;
- are prepared for puberty both physically and emotionally.

For SRE learning outcomes for the end of Key Stage 1 and 2 see appendix D.

Aims and objectives of drug education:

- Enable young people to make healthy, informed choices through increasing their knowledge, challenging and exploring attitudes and developing and practicing skills.
- To help young people to develop a sense of self-awareness and self esteem.
- To increase understanding about the implications and possible consequences of drug use and misuse.
- To listen to young people's thoughts, feelings and concerns to ensure that drug education responds to their needs.
- To help young people distinguish between substances, consider their use, misuse, benefit and harm.
- To counter any inaccurate messages that young people receive about drugs.
- To encourage an understanding for those experiencing or likely to experience drug use.
- To widen understanding about related health, social and legal issues.
- To enable children to identify where help and support can be found.
- To identify children that are more vulnerable to drug and substance abuse.

Teaching of Drug Education:

- At Key Stage 1 pupils learn about being safe with medicines and household substances and the basic skills for making healthy choices and following safety rules.
- At Key Stage 2 pupils learn about the effects and risks of alcohol, tobacco, 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 for their actions.

The expectations for Key Stage 1 and 2 are listed in appendix E.

Planning, Teaching and learning for all areas of PSHEE:

We teach PSHEE to all children at Holbrook. Teachers provide learning opportunities that are matched to the individual needs of all children including those with learning difficulties.

PSHEE is planned for mixed aged classes using a two year cycle. During this cycle children will experience units on SRE and drug education as well as all other areas of PSHEE. SEAL materials will be used to supplement Hampshire PSHEE planning.

PSHEE is either taught weekly or is blocked into days or weeks. PSHEE themes are often completed cross curricularly through other subjects. In particular, Science, Geography, Drama and Literacy.

We use a range of teaching and learning styles. We place emphasis on active learning by including children in discussions, investigations and problem solving activities. As they move through school we encourage children to take part in a range of practical activities that promote active citizenship. For example: charity fundraising and class assemblies.

At the beginning of a new school year all classes discuss the importance of class rules. These are developed by the class and a class charter is created which details children's rights and their responsibilities. These rules are adopted by the class and are referred to on a regular basis.

We offer children the opportunity to hear visiting speakers, such as police, fire-fighters and members of the local community. In Key Stage 2 children have the opportunity to experience several residential visits.

Use of vocabulary:

The definition of a drug given by the United Nations Office on Drugs and Crime is: 'A substance people take to change the way they feel, think or behave.'

After discussion staff at Holbrook have decided that from Key Stage 1 pupils onwards children need to use the correct names for external parts of the body, including agreed names (penis and vagina) for sexual parts. This was discussed and agreed with Key Stage 1 parents that attended a workshop. The vocabulary used for Key Stage 2 SRE will be discussed with parents at the annual parents meeting. Children will never be told that the word their family use is wrong or incorrect, but that whilst in school we use the scientific names.

Resources:

Resources for SRE have been developed over the past 4 years through consultation with the Gosport SRE forum, Holbrook staff, parents and Key Stage 2 children. Books for the teaching of SRE at Key Stage 2 are kept behind the library desk (for Key Stage 2 children to access) and in the PSHE cupboard. There is the option to lend them to families if needed.

Roles and Responsibilities:

Staff:

This policy relates to all members of the school community. All staff have the responsibility to teach PSHEE, drug and SRE education. Whenever adults interact with children, they must recognise that they may be influencing attitudes and behaviour. All staff should consider themselves as role models whose behaviour children are likely to notice and follow. All staff employed have the responsibility to report any concerns regarding drug and SRE education. Further information can be found in the confidentiality and child protection policy. Refer to appendix F for advise on managing drug related incidents in school.

It is the PSHEE manger's responsibility to pass on any new information which will affect the teaching and learning of any of the aspects of PSHEE.

It is the PSHEE manager or the class teacher's responsibility to inform parents/carers of any materials that will be used during the teaching of SRE. This will usually take place in the form of a parents meeting which all year 5 and 6 parents are invited to.

Parents:

Parents have the right to withdraw their child from all or part of the SRE provided at school except those parts completed in the Statutory National Curriculum-Science.

Confidentiality:

Teachers need to ensure that pupils know that they are unable to offer unconditional confidentiality. If a disclosure is made then the correct child protection procedures need to be followed. Please refer to the child protection policy.

Teachers need to ensure that children know that what is said within a PSHEE lesson is confidential and that it is not playground 'talk'. At the beginning of the year clear rules should be made to ensure that all children in the class feel safe and secure when discussing anything that may be private.

Monitoring and Review:

It is the PSHEE managers responsibility to support colleagues in the teaching of all aspects of PSHEE by giving them information about current developments in the subject. The current planning is being taken from the Hampshire Guidance for PDL document published in 2012. The planning and policy will be reviewed in light of any new documentation that is published.