



**BARWELL**



**ACADEMY**

CHURCH OF ENGLAND

**BELIEVE ACHIEVE SUCCEED – LEARNING THAT LASTS A LIFE TIME**



## **Barwell Church of England Academy**

### **PSHE Policy**

**We want happy, confident, successful children.**

*We want all children, regardless of their individual circumstances, to be **happy, confident** and **successful**. In order to fully achieve this **vision**, we aim to provide children with the vital skills, knowledge and attributes that will allow them to tackle the challenges and responsibilities as they enter Key Stage 2 and beyond. By learning how to develop good relationships and by respecting the differences between people, our children will develop confidence in themselves, be able to celebrate differences and be able to make informed choices about their future self. Ultimately, we aim for happy, confident and successful children who are prepared to play an active and healthy role as citizens of the world and our local community.*

## **Aims and Objectives:**

At Barwell Church of England Academy, Personal, Social and Health Education (PSHE) and Citizenship enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through the our elected Junior Leadership Team. We provide opportunities for all our children to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.

## **Teaching and Learning Styles:**

We use a range of teaching and learning styles, including the children in activities such as discussions, role play, games, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open day, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or behaviour (see Behaviour Policy/Anti-Bullying Policy) and an understood set of rules about school expectations. Children have opportunities to meet and work with members of the community, such as health workers, fire fighters, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Children take in different roles of responsibility during their school life including membership of the Junior Leadership Team, Eco-Warriors, The Snack Shack team and many more.

## **PSHE and Citizenship Curriculum context:**

We teach PSHE and citizenship in discrete lessons and in lessons embedded in our thematic curriculum with the National Curriculum and Social and Emotional Aspects of Learning (SEAL) providing the necessary objectives. This encourages children to share classroom and school rules, work together, raise issues, develop friendships and relationships and to actively listen and participate in discussion.

PSHE objectives can also be covered through other areas of the school's curriculum e.g. RE, special assemblies, Science, and the 'hidden curriculum;' the attitudes and expectations of behaviour promoted by adults in the school.

We also develop PSHE and citizenship through activities and whole-school events e.g. the Junior Leadership Team representatives from each class meet regularly to discuss school matters; children across the school visit places of worship; we run a Festive Farmers' Fayre

each December; a Summer Soiree each July and each year group participates in at least one annual school trip. We offer an additional residential trip to Beaumanor Hall in Year 4 and Boreatton Park in Year 6, where there is a particular focus on developing pupil's self-esteem and giving the children opportunities to develop leadership and co-operation skills.

In addition to the above, we also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to children in Year 4 and Year 6 where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative team-building skills.

Planning is the responsibility of the class teacher and Year Group Lead, supported by the PSHE Leader where necessary. Plans are monitored by the PSHE Leader on a termly basis.

### **Inclusion:**

We teach PSHE and Citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children, including those who are gifted and talented or have learning difficulties. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs with the expectations of the year group in mind. Some children with additional needs will have their needs catered for in a small group situation using the small group SEAL (Social, Emotional Aspects of Learning) or ELSA (Emotional Literacy Support) materials.

### **Recognition by Outside Agencies:**

We are currently the proud recipients of the Leicestershire Healthy Schools Award and also hold the Enhanced Healthy Schools Status in three different areas: Substance Misuse (See Drug Education below), Emotional Health and Well-being and Healthy Weight.

In 2016, we were also awarded the Food for Life Award (Bronze Criteria) for our work on healthy eating and the understanding of how our food is produced.

### **Health and Safety:**

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, an off-site fund raising event, we carry out a risk assessment prior to the activity, to ensure that it is safe and appropriate for all pupils.

### **Assessment and Recording:**

Assessment needs to value and recognise what pupils have done or completed successfully, thereby raising their self-esteem. A variety of approaches to the assessment of individual achievement will therefore need to be practiced by teachers. Teachers need to exercise caution in judging the individual performance of pupils, in terms of attitudes, values and

behaviours apparent, as their own will undoubtedly have an influence on this process. Teachers will termly communicate assessments summatively to the Headteacher and achievements of pupils in PSHE and Citizenship are reported to parents at the end of each year.

## **Drugs Education:**

### ***The following information relates directly to Drug Education.***

Current National Guidance states that the purpose of drug education should be:

- To give young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate them to their own actions, both now and in their future life.
- To provide accurate and up to date information on drugs and their effects on health, and on the risks and legal aspects of drug taking so that pupils are enabled to distinguish fact from myth.

Furthermore drug education should introduce opportunities to enhance pupils' self-respect, personal competence and self-esteem by enabling them to:

- Make informed decisions and choices
- Develop personal initiative and be able to take responsibility
- Recognise personal skills and qualities in themselves and others
- Maintain and develop relationships
- Develop self-confidence and improve self-esteem
- Develop assertiveness in appropriate situations
- Develop the motivation to succeed

At Barwell CE Academy, the whole-school approach to drug education supports this purpose and the implementation is set up to fulfil these aims. We aim to extend the child's knowledge of themselves and the world they live in, by providing a caring, secure and supportive environment which endeavours to teach children to make informed choices.

As part of the whole school approach to PSHE, a coherent and continuous drug education programme operates on a yearly programme, using support from Leicestershire Life Education Van and where possible, permeating the whole curriculum, forming part of the National Healthy Schools Programme.

Each child will have access to drug education, regardless of gender, ability or race. Access will be matched to their particular needs or concerns of the class. Children with special educational needs or who have English as an additional language will be given additional support (from their assigned supporting adult or from additional adults if available), to understand the effects and misuse of drugs. Follow-up discussions in class will endeavour to consolidate the children's understanding and learning and be an opportunity for any children to raise queries or ask further questions. Children will be made aware of the effects of drugs for the individual, the family and the wider community.

## **What the children are required to know at Key Stage 2:**

Knowledge and Understanding:

- More detailed information about the body, how it works and how to keep it healthy.
- Different types of medicine (prescribed and over the counter), the value and lifesaving qualities of some drugs; safety procedures when using medicines.
- Caffeine, alcohol, tobacco and other drugs pupils are likely to encounter, their general effects on the body and on behaviour, and the associated risks of

- drug taking.
- School rules relating to medicines, alcohol, tobacco, solvents and other drugs.
- Consideration of why some people take drugs.
- People who might persuade pupils to take drugs, including friends, known adults, peers, older children, stereotypical images.
- Identifying and understanding pressures and influences.
- Dangers from handling discarded drugs related equipment.
- Simple first aid.
- People who can help pupils when they have questions or concerns.
- Introduction to the law relating to the use of legal and illegal drugs.

#### Skills

- Personal strengths and weaknesses.
- Handling social relationships.
- Expressing and communicating feelings and concerns about drugs and their use.
- Identifying risks.
- Coping with peer influences.
- Communicating with adults.
- Making choices and knowing the consequences of actions.

#### Attitudes

- Valuing oneself and other people.
- Attitudes towards the use of alcohol and tobacco within the home and the wider society.
- Parents' and teachers' reactions to drugs and their use.
- Attitudes and beliefs about different drugs, the people who use/misuse them, and why they use them.
- Responses to media and advertising presentations of medicines, alcohol, tobacco and other legal drugs.

Within Key Stage 2, the drugs programme should focus on a range of substances, including alcohol and tobacco, illegal and prescribed drugs, and the misuse of volatile substances (e.g. glue, aerosols and petrol). The harmful and beneficial impact these substances can have on their body and how to make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. The emphasis will vary in order to reflect the local situation and the age and maturity of pupils.

The delivery of drug education occurs in class teaching, national curriculum subjects, PSHE lessons, assemblies and presentations. Within other subjects, there are many opportunities, within both key stages, to create cross-curricular links and consider drug related issues from a variety of perspectives.

The following principles are applied during drug education delivery;

- Ground rules negotiated for the discussion of this sensitive issue, including disclosure, confidentiality, and child protection issues.
- An assessment of where students are at in terms of e.g. knowledge, language, skills, interest and anxieties.
- A range of teaching methods used, in order to encourage the interactive participation of all students.
- Only comprehensive, accurate, up-to-date and unbiased information will be provided.
- Students given an opportunity to reflect on their learning.

Evaluation, based on the aims and learning outcomes of the programme, is carried out with the students and staff at appropriate points and at the end of each year.

## **Working with Outside Agencies:**

All adults involved in classroom activities are bound by school policy. Their role is dependent upon the class teacher's direction. Outside speakers e.g. police, nurse, consultants, social workers may be asked to address drug issues and drug abuse.

## **Parental/Carer Involvement:**

Barwell CE Academy will encourage parents/carers to support their efforts on drug awareness and prevention. Parents will be given the opportunity to discuss their concerns and share this policy about the teaching of drug awareness. Parents are advised by letter from the class teacher, prior to any teaching of drug awareness. This allows them the opportunity to ask questions or raise any concerns regarding the content with the class teacher. Parents are able to access the policy through our school website and are available upon request from the School Office. All forthcoming workshops or visits from external agencies are included in the school newsletter, the school diary on our website and are promoted on social media in order to keep parents informed and up-to-date.

## **Staff Training:**

School based INSET will be provided to enable staff training to take place. External agencies may be invited to provide school based support. When deemed necessary, the school will send individual staff on courses to maintain an up to date approach.

## **Drug Related Incidents:**

This policy and procedures apply to:

- All legal and illegal drugs and medicines.
- All students, staff and visitors to the school.
- The school premises.
- Students' journeys between home and school.
- Educational visits, residential courses and extra-curricular activities for students.
- The possession, use or supply of any drug is regarded as a breach of school rules and the appropriate disciplinary procedure will be initiated, with the exception of :
- The use of medicines by students with parental notification and knowledge by the individual class teacher.
- The appropriate use of medicines by staff.
- The smoking of tobacco by staff on journeys between school and home. The school operates a no-smoking policy within the school premises.

There are no circumstances in which it is appropriate or acceptable for staff or visitors to use tobacco, alcohol or illegal drugs in the presence of students. Any information about illegal drugs or the illicit sale of legal drugs outside the scope of this policy, as defined above, will be passed on to the police. This includes the sale of tobacco, solvents and alcohol to under age people and any information about the use, possession or supply of illegal drugs.

## **The Law:**

The law covering the possession, use and supply of medicines, alcohol, solvents, illegal and other drugs is complex. The legal obligations of schools concern the responsibility for premises. It is an offence to knowingly allow:

- The use of cannabis and opium
- The sale of alcohol without a license
- The production and supply of any illegal substance

It is legal to confiscate an illicit drug in order to prevent an offence or during the process of handing it to the police. Any confiscated illicit drugs will be given to the Headteacher for safe storage, before passing them over to the police. As mentioned in our behaviour policy, we will consider each situation individually and recognise that a variety of actions in response may be necessary to drug related incidents as recommended by:

DfE and ACPO drug advice for schools:

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

### **Health and Safety:**

The Headteacher will ensure that all staff are prepared to deal with a drug related medical emergency by calling a trained first-aider. Professional medical help will be called immediately. The Head Teacher will be notified and the office will attempt to contact the parents/carers of those concerned.

Medication such as asthma pumps and Epi-pens are to be kept in the child's classroom along with a copy of the consent form for dosage and administration, a second copy is to be kept in the child's file in the school office. A photograph of the child and a note about their condition is placed in the classroom, clearly visible to all. It is the responsibility of our trained first aiders to store the medication safely. A booklet containing photographs and details of all of the children within the school is to be placed in the packs used by the lunchtime cover staff and in the Medical room. Epi pens are to be administered by a first-aider but in other cases such as asthma pumps if a child is of a certain age and they are able to, they can self-administer. For children with specific medical needs a risk assessment is undertaken.

### **Monitoring and Reviewing:**

The PSHE and Citizenship Co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. This person supports colleagues in the teaching of PSHE and Citizenship, by giving them information about current developments in the subject. Strengths and weaknesses in the subject and areas for further improvement are discussed with the Headteacher and colleagues and feedback is given to the governor responsible for PSHE and Citizenship.

Signed:

Date: