



Aim, Aspire, Achieve @ Abbeyes
Abbeyes Primary School
PSHE & SRE POLICY
(Including Drugs & Alcohol Awareness)

Abbeyes Primary School
Melrose Avenue
Bletchley

Milton Keynes
(01908) 375230
Website: www.abbeyprimary.org
Email: office@abbeyprimary.org

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Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a personal, social, health and economic education (PSHE) curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This Abbeys Primary PSHE policy is informed by the Department for Education's statutory guidance on Relationships Education, SRE (Sex & Relationships Education) and Health Education (2019), preventing and tackling bullying (Preventing and Tackling Bullying: Advice for head teachers, staff and governing bodies, July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013). Also, we take material and advice from the PSHE Association.

Aims and Objectives

PSHE enables children to become healthy, confident, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community; in so doing we help to develop their sense of self-worth. We teach them how society is organised and governed and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life experiences and to feel confident and informed. We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme. The aims of PSHE are taken from the PHSE Programme of Study and include the following:

- develop spiritually, morally, socially and culturally;
- know and understand what constitutes a healthy lifestyle;
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional wellbeing
- ways of keeping physically and emotionally safe

- how to manage change emotionally including puberty, transition and loss
- how to respond in an emergency
- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- understand what makes for good relationships with others
- how to recognise risky or negative relationships including all forms of bullying and abuse, and to ask for help
- value themselves and respect others and the importance of responsible behaviours and actions
- acknowledge and appreciate difference and diversity;
- be independent and responsible members of the school and the local community, recognising both their rights and responsibilities
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- safeguarding and respecting the environment
- develop good relationships with other members of the school and the wider community.
- understanding where money comes from, keeping it safe and the importance of managing it effectively
- a basic understanding of enterprise

PSHE Curriculum Coverage

We teach PSHE mainly through our focus on Values Education and through a weekly, school wide PSHE lesson. This lesson is normally based around a short video that introduces a concept, a question, a value or a learning point. The teacher then facilitates a discussion that is child led in response to the video. Teachers will guide this discussion in response to the questions, needs and concerns of the children. The whole school, covers the same theme every lesson, and in this way to can respond to any current local, national or international issues. On occasions, the videos may differ in response to the ages of the children but the theme will remain the same.

Some of the time we introduce PSHE through other subjects or as part of the creative curriculum. We also develop PSHE through Circle Time, wall displays and whole-school events.

Values Education is intrinsic to our school and underpins all that we do as a school community. We actively promote a Value each month, through Collective Worship and class discussion. These feed seamlessly and develop our PSHE programme.

We encourage the children to take part in a range of practical activities that promote active citizenship e.g. charity fundraising (Children In Need, Red Nose Day etc) the planning of special events such as a special assemblies or involvement in an activity to help other individuals or groups less fortunate than themselves (collecting for Food Bank). Classes are

organised to enable participation in discussions to resolve conflicts and have reference to the Golden Rules which are a school wide set of agreed principles to live by. Consistent reference is also made to the Monthly Values. We also offer our children the opportunity to hear visiting speakers, such as police, fire brigade and local community leaders, whom we invite into school to talk about their roles in creating a positive and supportive local community.

Two aspects of the PSHE programme need particular sensitive and careful handling by teachers, not only in their approach with children but also in their involvement of parents. These are also covered by this policy:

- Sex & Relationships Education (SRE)
- Drug and Alcohol Awareness Education

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around SRE and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal SRE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. This should be regardless of their developing sexuality and we must be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for our PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the programme through:

- * Parent/carer awareness sessions
- * Parents'/carers' evenings
- * Consultation Evenings
- * Information leaflets/displays

Management

These policies are overseen and monitored by The Headteacher, and are reviewed on a three-yearly basis, or earlier if driven by statutory legislative changes.

Monthly Values at Abbeys

SEPTEMBER - ASPIRATION

OCTOBER - RESPECT

NOVEMBER - RESILIENCE

DECEMBER - KINDNESS

JANUARY- INDEPENDENCE

FEBRUARY – RELATIONSHIPS

MARCH - PATIENCE

APRIL - HONESTY

MAY - PERSEVERANCE

JUNE – CO-OPERATION

JULY – PRIDE

Sex & Relationships Education

Introduction

The Headteacher and Governing Board of Abbeys Primary School have referred to the Sex & Relationships Education Guidance (2019), from the Department for Education when drawing up and agreeing this policy.

Sex and Relationships Education (SRE) is statutory in primary schools, and primary schools are also required to teach the elements of sex education contained in the Science curriculum.

At Abbeys Primary School we teach SRE as set out in this policy.

Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. As they develop, children have a growing interest in, and understanding of, many social and moral issues. They have a natural curiosity about themselves – their bodies, their feelings and their relationships. They have a need to explore the meanings and implications of their emerging sexuality and the related physical and emotional changes they experience.

SRE involves a combination of sharing information, and exploring issues and values.

SRE It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Aims

The aims of SRE education at our school are to:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies

It has three main elements, and any of these may be included:

1. Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

2. Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and without prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

3. Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support service

At Abbays Primary School, our SRE teaching will take account of the maturity of the children and aim to help with physical, mental and emotional changes of growing up.

We aim to teach children about:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies.
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- other people having respect for our bodies

Our SRE programme draws on experiences and activities covered by other curriculum subjects, particularly aspects of the science orders, e.g. life and living processes, PE, e.g. physical development, and other aspects of the PSHE and citizenship scheme of work. It needs to be recognised that school is not the only setting in which children gain information and awareness of this subject.

Questions that children ask are treated seriously and sensitively, responding appropriately to the needs of the children and using appropriate language. The teacher's personal knowledge and understanding of the child will be a guide. We recognise that some children have given little thought to such issues and would not be ready for detailed explanations. Proper consideration needs to be given to religious and cultural factors and to the wishes of parents.

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

Parents have the right to withdraw children from SRE lessons and should be notified where these are planned into the teaching programme. Parents requesting withdrawal are invited to discuss their concerns with the class teacher or Headteacher. They need to understand that the right of withdrawal does **not** apply to the national curriculum and related activities. The issue of how a child who has been withdrawn from SRE lessons will catch up with the missed information needs to be addressed and arrangements made for supervision during this time

Content

In the SRE guidance information we are advised to cover the following recommendations for primary school 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; and
- Are prepared for puberty.

Organisation

In PSHE children learn about relationships, and we encourage children to discuss issues. In Key Stage 1 and Early Years Foundation Stage we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. In Years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. The children learn about how bodies change in adolescence and we explain to them what will happen to their bodies during puberty. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Drug and Alcohol Awareness

Introduction

In this document, the word 'drug' is used to include all drugs whatever their legal or social status, including alcohol, tobacco, solvents and medicines. We recognise that any drug can be potentially hazardous.

THIS DOCUMENT APPLIES TO ALL PUPIL, PARENTS/CARERS, VOLUNTEERS AND STAFF MEMBERS ATTENDING SCHOOL OR WHILST ON SCHOOL BUSINESS INCLUDING OFFSITE VISITS AND TRIPS.

Education about the use and misuse of drugs is a vital part of "preparing children for the opportunities, responsibilities and experiences of adult life." (Education reform Act). As with every aspect of education, primary schools have to lay the all-important foundations for learning, which will go on for the rest of their lives. We need to select information and plan activities which are appropriate to the age, stage of development and background of the children in our school.

It is considered that although relatively few children would be actively involved in experimenting with illegal drugs, all children;

"are likely to be exposed to the effects and influences of drug misuse in the wider community." (DfEE Circular 4/95)

"Research suggests that the earlier a young person starts to use alcohol and tobacco or experiment with illegal drugs, then the greater the chance statistically, that this will develop into problematic, harmful misuse."

(Protecting Young People (DfEE) 1998)

We have a responsibility to develop and carry out a drug education programme and to deal effectively with any drug-related incident on the school premises.

Abbeys Primary School condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances. We have a responsibility to deal with drug-related incidents and have set up procedures to deal with these. (See the end of this document)

The school is able to signpost, as appropriate, local telephone drug helplines to assist parents who are seeking confidential advice and support. Whilst we acknowledge that the number of young people who use and misuse substances is rising, it is important to recognise the large number who do not misuse substances over a long period.

There is no legal right of parental withdrawal from drug education as there is with RE/SRE.

Aims of Drug Education are:

- to enable pupils to make healthy, informed choice by increasing knowledge, challenging attitudes and developing and practising skills;
- to provide accurate information about substances that are relevant;
- to increase understanding about the implications and possible consequences of use and misuse;
- to encourage understanding for those experiencing or likely to experience substance misuse;

- to seek to minimise the risks that users and potential users face;
- to enable young people to identify sources of appropriate personal support;
- to provide a range of activities and opportunities for learning about drugs and the issues raised by their use;
- to create a climate in which our pupils feel comfortable discussing their perceptions of drugs;
- to encourage our pupils to participate in healthy activities;
- to help our pupils to accept the increasing responsibility they have for maintaining their own health.
- To improve the self-esteem of our pupils
- To support our pupils in developing and maintaining relationships
- To help our pupils to develop assertiveness in appropriate situations

Education about drugs is not concerned merely with substance, but with people in their social settings and therefore should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.

No Smoking Policy

Abbeys Primary School operates a no smoking policy across the whole site at all times.

Visitors

The school will invite appropriate visitors into school to help the delivery of this topic and to enhance the knowledge of the teaching staff.

Monitoring and Review

Monitoring and review of the programme, scheme of work and resources will be carried out as the responsibility of the Headteacher.

How we deal with drug-related incidents:

- The Headteacher must always be notified in the event of a drug-related incident. All appropriate child protection and safeguarding procedures will be actioned, in accordance with the school's current Child Protection Policy.
- Parents will be contacted immediately in the case of a medical emergency, if the police are called to carry out a personal search, and at the assessment stage in other situations. If a decision is made not to inform parents because this may compromise the child's safety, the reasons for the decision will be clearly defined and recorded.
- All names of current First Aiders are held and displayed in the school office and around the school
- Samples of suspected illegal substances will be handed to the Headteacher who will store them in a locked file together with a signed and witnessed statement including all relevant information about the source of the sample. The sample will be handed to the police. If legal action is expected, or if a "high tariff" sanction, which may be contested by parents, such as permanent exclusion, is likely to be imposed, forensic testing by the police will be necessary.
- Teachers/non-teaching staff need to be alert to warning signs that a child has possession of or may be misusing drugs.

- The site manager should be aware of the need to check regularly for any visible signs of alcohol or substance misuse, (e.g. discarded needles, tin foil, cigarette ends, empty beer bottles etc) in and around the school building.
- Staff are permitted to search pupils' bags or drawers on suspicion of possession of illegal drugs. But to search a pupil, consent is required from the pupil. If consent is refused and the pupil refuses to volunteer the contents of their clothing then the police should be called in to deal with the situation. Inform the Headteacher at once. (Protecting Young People DfEE 1998)
- Medications in school are all kept in locked filing cabinet, in a clearly named box that includes a form on which to record all doses given to the child.
- The school will call upon a range of specialised agencies, which can support at-risk children. These include:
 - Education welfare service
 - Local health and social services
 - Looked after children
 - Local Police

Responses following assessment

Current national guidance is as follows:

"The Secretary of State believes that schools will want to develop a repertoire of responses, incorporating both sanctions and counselling, reflecting the different kinds of drug-related offences, such as possession of an illegal drug, individual use and selling or sharing drugs with other pupils."

(Circular 4/95 Drug Prevention and Schools, DfEE, 1995, page 15, paragraph 57)

"The Secretary of State's view is that fixed-term exclusion should occur only after a range of alternative strategies involving other relevant services have been **tried and proven to have failed to resolve the pupil's disciplinary problems.** "

(As above, page 22, section 4.11)

"Permanent exclusion is a last resort, a final sanction when all other reasonable steps have been taken. It is an extremely serious step, and the Secretary of State would **not** normally expect a head teacher to permanently exclude a pupil for a one-off or first offence. If a pastoral support programme has already been implemented and failed to resolve the pupil's outlook and behaviour, permanent exclusion may be an appropriate way to remove a **pupil who represents a significant risk to the health and safety of other pupils, or who has come to the end of a long line of sanctions and has not learned from past mistakes.** " (As above, page 22 section 4.12)

Misuse of Drugs

Under the Misuse of Drugs Act 1971, it is an offence for the occupier or manager of premises knowingly to allow illegal drugs to be produced or supplied on those premises unless they act to stop it. Disclosure of any offences to the police is not obligatory. The amendment to section 8 of the above act in May 2001 adds that it is also an offence to knowingly permit the administration or use of any controlled drug which is unlawfully in any person's possession at or immediately before the time when it is administered or used. This means that if, as a teacher, you know that any illegal drug is being used by, say, a pupil, on school premises for which you are responsible and you do nothing to stop it, you commit an offence. Knowing that another person is in possession of a controlled drug on premises does not constitute an offence for those responsible for the premises.

(Managing and making policy for drug-related incidents in schools SCODA 1999 and Hansard record 1st May 2001: Column 1757)

Monitoring and Review

The Headteacher and the member of the governing board with this responsibility monitor our policy on a three-yearly basis, or sooner in the event of changing legislation. The Headteacher is responsible for ensuring that PSHE, SRE and Drug & Alcohol Awareness education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory aspects of the teaching programme (outside of the Science curriculum)

The Curriculum, Teaching & Learning Committee gives serious consideration to any comments from parents about the teaching of PSHE, SRE and Drugs & Alcohol Awareness education, and makes a record of all such comments.