

# **St Ives Infant School**

## **Personal, Social and Health Education (PSHE) Policy**

### **The aim of St Ives Infant School**

For every child to set out confidently on the adventure of learning: curious about the world, excited about their future, positive of their ability and caring towards other people.

### **The aim of PSHE at St Ives Infant School**

At St Ives Infants School we believe that PSHE/Citizenship is an essential part of the education of the pupil. We aim to promote a healthy lifestyle for the whole school population. All staff contribute to this aim both through the curriculum, and the philosophy of the school.

### **PSHE in the curriculum**

1. To provide a school environment which promotes self esteem and self confidence, making the most of individual abilities.
2. To prepare to play an active role as citizens.
3. To provide children with the knowledge which will enable them to make informed decisions about issues relating to their own and others health.
4. To develop good relationships and respect the differences between people.
5. To use the wide range of opportunity to develop PSHE (Breadth of opportunity)

The Breadths of opportunity is a feature of every classroom and can be seen throughout the school where appropriate. Areas 1-4 are delivered through the taught curriculum. The aim of the school is that every pupil at KS1 will meet the “to be taught” statements at least once in the key stage.

At times the statements will be delivered through Core and Foundation subjects and in the general management of the classroom. At other times the statements will form part of a PSHE topic that may support a particular curriculum area. School assemblies will also provide opportunities for development of PSHE themes. Circle time sessions are regularly used throughout the school as a tool for delivering PSHE. It is also used as an intervention strategy to support the social development of particular children. There is a scheme of work for PSHE both in the Foundation stage and KS1.

### **Relationship to other Policies**

Four important elements of PSHE are:

1. Sex and relationships (Appendix 1)
2. Substance use and misuse (Appendix 2)
3. Behaviour management and anti-bullying
4. Race equality and Equal Opportunities

### **Management, Monitoring and Evaluation**

There is a named co-ordinator for PSHE. Their role is as follows;

- To ensure staff are delivering PSHE as part of the core entitlement of pupils.
- To monitor the effectiveness of PSHE as a way of promoting pupil development.
- To evaluate the impact of PSHE on pupils and look for ways of improving PSHE delivery in the school and pupil development.

Provision is made for this in the Monitoring and Evaluation policy.

## **Partnerships**

The school will endeavour to bring people in of expertise to assist the teacher in delivering PSHE. They will not be left with pupils on their own. Where a contribution is made by a visitor the school will be clear on the nature of that contribution and visitors will be asked to meet the needs of the outcome set by the school, not necessarily by their own personal or organisational agenda. Regular visitors will be;

- The local police Education officer
- The fire service Education officer
- The school nurse
- Town councillor
- The Lifeguard

## **Resources**

The school is committed to resourcing PSHE in the curriculum and provides for its staff the following materials:

- Development Matters (Early Years and Foundation Stage)
- 'Stepping Stones to Success' Helen Sonnet and Pat Child
- 'Quality Circle Time'
- 'Telling Tales' Smart Learning Teachers Book Year 1 and 2
- Chester the Jester pack, Cornwall Health Education for Substance
  - Safety (CHESS)
- Primary National Strategy; 'Social and Emotional Aspects of Learning' curriculum
- Shared resources for practical delivery of PSHE kept in Cormorant classroom

## **Training**

The school recognises the importance of training and keeping staff updated in the latest developments in curriculum and school management. Training will be organised by the co-ordinator and CPD co-ordinator and will focus on an aspect of PSHE.

## **Review**

The policy will be reviewed every three years.

May 2013

Review: Summer term 2016

**St Ives Infant School**

**Sex and Relationships Education Policy**

**School Vision Statement**

For every child to set out confidently on the adventure of learning: curious about the world, excited about their future, positive of their ability and caring of other people.

**Aims of the Sex and Relationships Policy**

- To enable the children to begin to understand the nature of human relationships and the value of respect, love and care
- To develop the children's self respect and empathy with others
- To help the children to learn how to make choices and understand consequences
- To enable the children to see the importance of loving relationships within the family
- To make the children aware of the changes which have already occurred to their bodies and that changes will continue as they grow from childhood to adulthood

**The School's SRE Programme**

Sex and Relationships Education is mainly delivered through the science and PSHE schemes of work.

**Science**

Within the science curriculum the children develop the knowledge and understanding elements of SRE:

- That animals including humans, move, feed, grow, use their senses and reproduce
- That humans and animals can produce offspring and these grow into adults
- To recognise the main external parts of the bodies of humans
- To recognise similarities and differences between themselves and others and to treat others sensitively

**PSHE**

Within the PSHE curriculum the children develop the attitudes and values and personal and social skills of SRE. Developing good relationships is a key element of the school's PSHE curriculum throughout the school. Through this topic the children are taught:

- How their behaviour affects other people
- To identify and respect the differences and similarities between people
- That families and friends should care for each other
- To recognise and deal with their feelings in a positive way

The school also recognises the crucial role played by other elements of the PSHE and Citizenship curriculum in developing attitudes and values which can be applied to Sex and Relationships in the future, including:

- Recognising choices which they can make and recognising the differences between right and wrong
- Considering the consequences of their words and actions for themselves and others
- To share their opinions on the things which matter to them and explain their views

- How to make simple choices which improve their health and wellbeing
- Understanding the importance of being healthy in mind and body

### **Methods of Teaching**

The school uses a wide variety of resources, including videos, and books. PSHE is often based on carefully planned circle time sessions, stories and discussions of issues and situations which arise in the school day.

### **Dealing with Sensitive Issues**

At times children will ask questions about relationships and the nature of reproduction. Staff will keep to the following protocols:

- Body parts will be given their proper names
- Teachers will not give answers based on their own experiences
- Teachers will seek to answer all questions honestly in the light of their professional judgement

Where a staff member is concerned that there is a child protection issue the matter will be referred to the headteacher in accordance with the school's child protection procedures.

### **Parental Right to Withdraw Children from SRE**

Parents have the right to withdraw their pupils from SRE which falls outside the National Curriculum Science order. They must do this in writing to the headteacher. If the headteacher receives a request the parents will be invited to attend a meeting at which the school's SRE policy will be clarified and discussed. If it is not possible to accommodate the wishes/concerns of parents the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. The right to withdrawal will be made clear in the school's prospectus.

### **Policy Review**

The policy will be reviewed by the governing body every three years.

May 2013

Review: Summer term 2016

### **Substance Education and Incident Policy**

#### **Aims**

The overall aims of the school's PSHE policy apply to the substance education and incident policy. The policy is also closely linked to the following school aim:

To shape a curriculum which will develop the knowledge and skills which the children will need to meet the challenges of their future lives.

The policy seeks to acknowledge and clarify the school's role in substance education and ensure it is appropriate to the children's needs. The policy will provide information about procedures in response to any substance-related incident and provide guidance to teachers, support staff and outside visitors.

#### **Definition**

Substances are those that are legal, such as alcohol and tobacco, over the counter and prescribed medicines, solvents and illegal drugs such as cannabis, ecstasy and heroin.

#### **Statutory Duty of the School**

The headteacher is the designated substance co-ordinator and takes overall responsibility for the policy and its implementation and for liaison with the governing body, parents, LEA and appropriate outside agencies. The headteacher will ensure that all staff dealing with substance issues are adequately supported and trained.

#### **Substance Education**

The school provides a planned substance education curriculum as part of the PSHE scheme of work, with units included in the Year 1 and Year 2 framework. These units aim to:

- Promote positive attitudes towards healthy lifestyles
- Provide accurate information about substances.
- Increase understanding about the implications and possible consequences of use and misuse.
- Enable children to make healthy, informed choices by increasing knowledge and exploring their own and other people's attitudes.

Other elements of the PSHE scheme of work also have a direct impact on the children's attitudes towards substances. The school seeks to raise the children's self-esteem, to make them excited about their future and to develop aspirations for their lives. Developing these positive attitudes will help the children cope with challenges as they grow up.

Outside visitors may contribute to substance education. Such visits are planned carefully by the class teacher and a copy of the school's visitor guidelines is provided. Teachers have access to on-going support and training as part of their professional development and teaching materials are reviewed for quality and relevance. The school will co-operate with other agencies such as the police, social services, the Local Authority and health and drug agencies to deliver its commitment to substance education and in accordance with child protection procedures.

#### **Confidentiality**

The school will deal sensitively with all information disclosed by children, parents and staff. Teachers will follow-up any concerns or issues raised during PSHE sessions if needed through individual discussion. Concerns will be reported to the headteacher who will consider whether and how to take the matter forward. A factual record will be made of any incident or disclosure on the substance incident

form which is available from the school office and staffroom. Confidentiality cannot be promised to a child, but all matters will be dealt with as carefully and discretely as possible.

### **Incidence Procedure**

The school will refer to the SCODA (Standing Conference on Drug Abuse) flowchart setting out procedures for dealing with a range of substance related situations and seek advice from the LEA when necessary. The procedures for discovery and removal and possession of substances are set out below:

### **Discovery and Removal**

If members of the school staff discover substances which are suspected to be illegal, or drug paraphernalia the following procedure will be followed:

1. Remove the substance from the place where it was found, in the presence of a witness wherever possible. Gloves should be worn.
2. Report the incidence to the headteacher immediately and record it on the appropriate form, which is available in the school office and staffroom.
3. The headteacher will put the substance in an envelope or other container which can be sealed. The headteacher will sign across the seal and date the package.
4. The police will be contacted to arrange the safe removal of the package.

### **Possession of Substances**

1. Parents will be informed, as appropriate, if their child is found to be in possession of any substance.
2. If parents, other adults or older children bring illegal drugs onto the school premises the police will be informed.
3. The school will follow the County Council Policy on substance and alcohol use in regard to members of staff, as part of its health and safety policy.

### **Storing Medication**

When the school stores medicine staff ensure that the supplied container is labelled with the name of the pupil, the name and dose of the medicine and the frequency of administration. The head is responsible for ensuring that medicines are stored safely. Pupils should know where their own medication is stored and who holds the key if appropriate. A few medicines, such as asthma inhalers must be readily available to pupils and must not be locked away.

*Please also see the school's policy for dealing with pupils with medical needs.*

### **Medical Emergencies**

The school will follow the advice on the SCODA (Standing Conference on Drug Abuse) entitled Drug Situations – Medical Emergencies, a copies of which will be given to the school's first aid officer and kept by the phone in the office and held by the headteacher.

### **Monitoring, Evaluation and Review**

The governing body will review this policy on a rolling basis and assess its implementation and effectiveness. The policy will be implemented throughout the school.

### **Substance Incident Report**

Report form completed by:

Date of incident:

Time of incident:

Description of incident:

Substance found:

*To be completed by headteacher*

Follow-up action (other agency involved, police contacted, parents informed etc.)