

Vale of Evesham School

Personal Social Health Education *Incorporating* Citizenship/ SRE/ DATE

Date: March 2017

Review Date: March 2019

Subject Leader: Laura Webster

AIMS AND OBJECTIVES

Throughout the school P.S.H.E. is identified as a process and a climate, in addition to content in education. This process fosters the development of abilities, attitudes, skills, knowledge and understanding. It develops the potential of the pupils in relation to themselves and others. P.S.H.E. is the central point or foundation of all education; providing breadth, balance and relevance to the curriculum. It helps form the ethos of the school, which reflects its importance.

'Citizenship helps students understand what it means to belong to communities, to understand the language of morality, of rights and of responsibilities towards others. It fosters respect for law, justice, democracy and for different opinions, values and cultures.' (Don Rowe, Times Ed 1997)

Vale of Evesham School will provide young learners with :-

- accurate information on health issues and enhance health related skills, supporting and promoting the understanding of good practices conducive to health.
- opportunity to promote – self esteem, self awareness, self understanding, self confidence, self reliance and self discipline
- with accurate information to develop knowledge, understanding and skills to participate in society as sensitive, informed, critical, socially and morally responsible citizens, who can have an influence and can make a difference in their communities.
- equal opportunities to all pupils without regard to gender.
- objective factual information about the human body and its changes appropriate to the age and individual stage of development of each youngster. This may include information about reproduction, control of fertility, safer sex, sexuality, sexual relationships and information about confidential helping services.
- opportunities to clarify some of their attitudes towards friendships, sexuality and gender.
- opportunities to discuss some moral issues – hearing the points of view of others and respecting other people's decisions, rights and bodies.
- a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.
- opportunity to develop a healthy respect for all substances taken into the body
- an environment that promotes safe and healthy attitudes towards drugs, and build foundations for a healthy lifestyle
- opportunity to increase knowledge and understanding of drug use and related issues
- opportunity to explore a range of opinions and attitudes towards drug use and where appropriate to enable pupils to arrive at their own, informed views
- opportunity to develop a range of skills relating to drug use and enable pupils where appropriate to make their own, informed decisions about drugs

EQUAL OPPORTUNITIES

Through the implementation of P.H.S.E. in practice we aim to adhere to the principles of equality of opportunity for all pupils as stated in the school's statement on Equality of Opportunity.

The following items are of particular relevance to P.S.H.E.

1. Efforts will be made to ensure that the curriculum will be relevant and supportive to all pupils irrespective of social background, race, colour, creed, ethnic origin, age, ability, appearance, gender or disability. It will positively challenge discriminatory beliefs, assumptions and influences.

2. Educational resources are monitored for discriminatory content.
3. Incidents of a serious discriminatory content are brought to the attention of the Headteacher and if necessary recorded. (This is related to serious cases of overt sexism or of sexual harassment).

By its nature P.S.H.E. aims to confront sexism and discrimination by gender in seeking to follow its stated principle that every effort is made to ensure that no pupil is put at a disadvantage by another pupil or by any other member of the school. The P.S.H.E programmes of study aim to emphasise equality in relationships between male and female and to confront exploitation based on gender.

THE PROGRAMME

Scheme of Work for PSHE in Key Stage One and Two – We operate 2 year rolling programme

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
KS1	new beginnings – being part of a group Marvelous Me Things that make me special	getting on and falling out friendships how do I feel today – labeling emotions	People who are important to me – relationships I can – things I have achieved	new beginnings – being part of a group Marvelous Me Things that make me special	getting on and falling out friendships how do I feel today – labeling emotions	People who are important to me – relationships I can – things I have achieved
KS2	Rules and responsibilities Healthy lifestyle- Exercise/ healthy eating	Washing and hygiene (changes) SRE- PANTS scheme NSPCC	Safety- road safety/ home Class project of choice e.g. grow a plant, fundraising, look after an area etc.	Rules and responsibilities Healthy lifestyle- Exercise/ healthy eating	Washing and hygiene (changes) SRE- PANTS scheme NSPCC	Safety- road safety/ home Class project of choice e.g. grow a plant, fundraising, look after an area etc.

Lower KS3 Year A

Autumn	Spring	Summer
HT1: Getting to know new class (2/3weeks) building relationships HT2: Communities SRE	HT1: Healthy Living HT2 Relationships SRE	HT1: Staying Safe HT2: Transition and change SRE Mental Health

Lower KS3 Year B

Autumn	Spring	Summer
HT1: Getting to know new class (2/3weeks) HT1: Family relationships SRE	HT1: Healthy Living HT2: Relationships SRE	HT1: Staying Safe HT2 Transition and change SRE Mental Health

Upper KS3 Year A

Autumn	Spring	Summer
<p><u>HT1: Getting to know new class (2/3weeks)</u> New class rules, responsibilities, strengths, weaknesses, likes/dislikes etc.</p> <p><u>HT2: Financial awareness</u></p> <ul style="list-style-type: none"> How personal financial choices can affect oneself and others Consumers rights and responsibilities <p>How and when to access help and support <u>SRE</u></p>	<p><u>HT1: Staying Safe</u></p> <ul style="list-style-type: none"> Basic first aid 999 Services <p>How and when to access help and support</p> <p><u>HT2: Relationships</u></p> <ul style="list-style-type: none"> Concept of consent Variety of healthy relationships <p>Developing parenting skills SRE</p>	<p><u>HT1: Healthy Living</u></p> <ul style="list-style-type: none"> Assess and manage risks Cyber bullying and online Abuse Concept of consent <p><u>HT2: SRE and Relationships</u></p> <ul style="list-style-type: none"> Concept of consent Variety of healthy relationships <p>Developing parenting skills SRE Mental Health</p>

Upper KS3 Year B

Autumn	Spring	Summer
<p><u>HT1: Getting to know new class (2/3weeks)</u> New class rules, responsibilities, strengths, weaknesses, likes/dislikes etc.</p> <p><u>HT1: friendships</u></p> <ul style="list-style-type: none"> Maintaining old friendships Making new friendships <p><u>HT2: Communities</u> Fundraising for a charity of choice. (Could make and sell Christmas items, participate in shoe box appeal or organise carol singing event).</p>	<p><u>HT1: Healthy Living</u></p> <ul style="list-style-type: none"> Assess and manage risks Cyber bullying and online Abuse Concept of consent <p>How and when to access help and support</p> <p><u>HT2 Relationships</u></p> <ul style="list-style-type: none"> Contraception Sexual health How and when to access help and support 	<p><u>HT1: Staying Safe</u></p> <ul style="list-style-type: none"> Recreational drugs Substance abuse Peer pressure <p>How and when to access help and support</p> <p><u>HT2: Transition and change</u></p> <ul style="list-style-type: none"> Celebrating successes Preparation for transition into next academic year <p>Mental Health</p>

Keystage 4			
	Autumn	Spring	Summer
Year 10 and Year 11 themes	Assertiveness Self esteem Feelings and relationships Personal care and hygiene First Aid and Safety First	SRE Programme KS 4: <i>Relationship</i> <i>Understanding bodily needs</i> <i>Conception and contraception</i> <i>Sexuality and enjoyment</i> <i>Safe relationships and lifestyles</i> How our bodies work Healthy eating Exercise Drugs awareness Next Steps/Transitions	Making Safe Choices D.A.T.E Managing Risk Keeping Safe D.A.T.E Giving and receiving support
Year 10 themes	Rights and Human Rights	Our World Global issues Local action	Taking part – planning a community event Europe Europe – who decides?
Year 11 themes	My country (How and why are laws made?)	The Media (Producing the News) Transition reports	Rights and responsibilities in the World of Work Managing Budgets (How the economy functions) Keeping Safe
PPQ suitable units of study	Developing community participation skills; getting out and about <i>Using community facilities and recognising a relationship with them.</i>	Personal presentation; looking after personal health and awareness	Engaging with the world around you; getting on with people

Keystage 5 2 year rolling programme	Autumn	Spring	Summer
1	<p>Relationships</p> <ul style="list-style-type: none"> ❖ Understanding changing nature of relationships <p>Health and Well being</p> <ul style="list-style-type: none"> ❖ Care of body ❖ Personal hygiene <p>Safety</p> <ul style="list-style-type: none"> ❖ Personal safety <p>Identities and Communities</p> <ul style="list-style-type: none"> ❖ Develop an understanding of local community ❖ An understanding of the diversity within the local community ❖ Having a responsibility in own community ❖ Research local organisations that support people. ❖ Research organisations/ charities that support people worldwide ❖ Fund raise for charity <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> ❖ School council 	<p>Personal/Social Skills</p> <ul style="list-style-type: none"> ❖ Personal appearance, attitude, body language, manners, dress <p>Health and Well being</p> <ul style="list-style-type: none"> ❖ Healthy diet/lifestyle ❖ Importance of mental health ❖ Importance of exercise <ul style="list-style-type: none"> ❖ Identify and know functions of bodily organs <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> ❖ Our community school and the surrounding area <p>Identities and Communities</p> <ul style="list-style-type: none"> ❖ Volunteering in the community ❖ Develop awareness of organisations that support people in need 	<p>Safety</p> <ul style="list-style-type: none"> ❖ Drug Education ❖ How to deal with peer pressure ❖ Safety procedures in home/garden <p>Sex Education</p> <p>Relationships</p> <ul style="list-style-type: none"> ❖ Appropriate behaviour with regard to physical contact ❖ Managing relationships ❖ Human reproduction ❖ Pregnancy and childbirth ❖ Contraception <p>Identities and Communities</p> <ul style="list-style-type: none"> ❖ School environment – horticulture, countryside code ❖ Read and interpret street maps ❖ Ordnance survey maps -plan a walk ❖ Social problems ie graffiti, vandalism, theft, drinking ❖ How we can help and care for the environment by recycling household waste and/ or buy environmentally friendly products, consider food miles

2	<p>First Aid</p> <ul style="list-style-type: none"> ❖ How to get help from services ❖ The functions of the National Health Service ❖ Spread and treatment of common ailments ❖ How to deal with minor accidents <p>Community Hospital/Health Centre</p> <ul style="list-style-type: none"> ❖ Role and service provided by therapists and other medical professionals ❖ How to behave in a major accident <p>Identities and Communities</p> <ul style="list-style-type: none"> ❖ Our community and surrounding area ❖ Organisations that help the community ie HUB, Library, Police, Magistrates court, <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> ❖ Homelessness 	<p>Safety</p> <ul style="list-style-type: none"> ❖ Personal safety ❖ Vaccination/immunisation <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> ❖ Our community school and the surrounding area <p>Identities and Communities</p> <ul style="list-style-type: none"> ❖ Volunteering in the community 	<p>Safety</p> <ul style="list-style-type: none"> ❖ Drug education <p>Sex and Relationship Education</p> <ul style="list-style-type: none"> ❖ Safe sex, contraception, hygiene ❖ Sexually transmitted infections ❖ Pregnancy and childbirth <p>Relationships</p> <ul style="list-style-type: none"> ❖ Understand processes of development in children ❖ Parenting Skills <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> ❖ Drink driving, joyriding, vehicle theft, speeding and road rage
<p>Continuing work throughout.....</p> <p>Students will experience further awareness of living in the wider world through review of global news, ie use of news websites, local and national newspapers, first news.</p> <p>Students will also have opportunities to take active part in senior student roles and school council, developing awareness of rights and responsibilities within the school community. (PPQ units – Getting on with other people/ Being a part of things)</p> <p>Road Craft/ Travel Training</p> <p>High way code, road signs, responsibilities of road users, using public transport, putting learnt training into practise.</p>			

Methodology and Approach

Class teachers are responsible for teaching P.S.H.E. / Citizenship to their own classes, which are mixed by ability and by gender. There will be occasions where delicacy of the subject matter in Sex and Relationship Education (SRE) may require specific lessons to be organised in single sex groupings. This will be the exception rather than the rule.

Often excellent P.S.H.E./ Citizenship lessons arise from incidents that occur or questions that are raised by pupils, often from interest in the news both locally and nationally. This is important to encourage, as we need to foster an awareness of the student's place in the world we live in and the knowledge that we, and they can voice our opinions, formulate ideas and participate in our society. We also need to equip them with the necessary knowledge and skills to be able to do so, within their capabilities. Often the best Active Citizenship projects arise, incidentally, from local or national events so such flexibility should be encouraged.

The delivery of P.S.H.E. should be experiential, participatory and pupil centred and the essential approach is via group discussion in whole group (circle work) and structured small groups. Such methods recognise the importance of the knowledge, feelings and attitudes that pupils already have, which may foster self esteem and emphasise the relevance of the information to be given.

The delivery of Citizenship may incorporate more formal lessons on occasions but should not be allowed to become dry or beyond the understanding of the pupils. Great efforts should be made to adapt Schemes of Work to the level and understanding of pupils and to be as relevant to their lives as possible. There is a great need for this subject to be delivered as the PSHE programme with a participatory and pupil centred approach. Pupils should be encouraged to understand that they are active participants in the communities in which they find themselves. Active Citizenship should be positively encouraged at all ages and abilities.

The delivery of S.R.E incorporates the DfEE guidelines on sex and relationship education (July 2000). A variety of teaching methods including active learning, discussion, social modelling, drama/role play, play,

art and project learning, and encourage reflection. A safe environment for discussion is created by the use of ground rules and distancing techniques. Carefully select leaflets and other written material from the best that is available at any time (parents are very welcome to see any of this material). The Key Stage 3 teaching resource produced by the Sexual Health Education Unit has been adapted and is used along with other material. Informal language for parts of the human body, and sexual activity, may be used in the class but formal terms will be taught. Appropriate terms and language will be agreed.

Teachers will be offered guidance on answering students' questions as part of their specialist training. If a question seems too explicit, or inappropriate for the whole class, the teacher will acknowledge it and address it later on an individual basis.

The delivery of D.A.T.E. is best led by teachers who have a greater understanding of their pupils, rather than outside experts. If the teacher does not have detailed knowledge there are many suitable resources and teachers should seek advice from line managers or Assistant Head Teachers. Outside speakers can provide support and further detailed knowledge, but should not be a substitute for a properly resourced teacher led programme. Their input should be part of a planned programme and jointly planned with the teacher. The teacher should always be present so they can follow up the input at a later stage.

The School's Liaison Officer with West Mercia Police will provide support within the PSHE programme on areas such as personal safety, resisting pressures and drugs awareness.

Teachers can discuss their requirements through the PSHE Co-ordinator, or contact the School's Liaison Officer direct.

EQUAL OPPORTUNITIES

This policy links closely with the Equality and Diversity policy and the County Guidelines on Child Protection.

'Children with learning difficulties are entitled to the same opportunity as other children to benefit from Sex Education. They may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against unacceptable behaviour by adults'. Education Act 1993 Sex Education in Schools Circular 5/94

Pupils with moderate learning difficulties will be following a modified curriculum that mirrors, as closely as possible, a mainstream education, with a focus for most on survival and life skills. Pupils with more severe and complex learning difficulties have a need and a right to learn about their sexuality and about relationships as part of their education for adult life in the community and as part of their right of access to a 'normal' pattern of living. If they are struggling within relationships, identity or loss we will try to provide them with the support they need

Objective discussion of homosexuality and diversity in sexual orientation may take place in sex and relationship education lessons. There will be no promotion of any sexual orientation.

In the PHSE programme we attempt to select activities and resources which are age, experience, reading level and culturally appropriate. All lessons attempt to engage boys and girls equally well.

ASSESSMENT

P.S.H.E. and some Active Citizenship projects involve a large element of cross curricular input which can pose problems for assessment. The basis of active learning and participatory techniques, which do not entail a large element of written work, also makes it difficult to ascertain levels of individual performance. Observation by staff who may take informal notes is a sound technique. Annotated photographs, video and audio recordings are also useful assessment tools.

Self-appraisal by pupils demands a high level of personal honesty, integrity and maturity which may be too onerous for many of our pupils but which should be encouraged wherever appropriate particularly with older students. They may also use questionnaires or written assessment sheets. In Upper school students often accredit learning through Asdan PPQ and Asdan PSD programmes of study.

Assessment activities should be built into lessons to ensure that all concerned can see that effective learning is taking place, and can begin to recognise their progression and identify their next steps.

In Middle and Lower School the pupils Record of Achievement (R.O.A.) involves pupil/teacher interviews, action planning and a degree of positive pupils self- assessment, and as such has a vital role to play within the remit of assessing P.S.H.E./ Citizenship (See Behaviour Management Policy).

SPECIFIC ISSUES

Withdrawal of pupils from sex and relationship education

Any parent wishing to withdraw their child from sex and relationship education should be encouraged to make an appointment with the class teacher and PSHE Co-ordinator, to discuss the matter. Students cannot be withdrawn from any part of the teaching, which falls within the National Curriculum.

Inevitably there will be occasions when discussion of aspects of sexual behaviour and choices will arise in other curriculum areas. These discussions will be sensitively handled – and, if appropriate, the teacher can ask the PSHE coordinator to develop the subject at another time.

The links between the sex and relationship programme and the science curriculum will be identified and will be made clear to the students and staff, as will the links with the Citizenship Curriculum.

Contraceptive ‘advice’, information and referrals, and under 16’s

Students for whom it is appropriate will be taught about controlling fertility and safer sex as part of the sex and relationship education programme. This will include information on how students, including under 16s, can access local services for confidential advice and treatment. Students who have been withdrawn from sex and relationship education by their parents are still entitled to the information about local services and relevant information from Worcestershire’s Little Directory is available and will be given to students as required.

It is not the role of teachers to advise on health issues, in any detail. They should encourage the student to talk to a parent/carer, and/or school nurse, young peoples’ health service, or GP.

Confidentiality (in the classroom)

What a student says or writes in the classroom is by definition not confidential. Students should be encouraged to speak in general terms, rather than personal, by the use of ground rules and distancing techniques. When discussing issues in the classroom student disclosures which indicate the student is at risk (see below) must be reported by the teacher to the Child Protection Officer / Head Teacher, who will decide whether parents should be informed, and any other action to be taken. Class teachers should not go direct to parents with disclosures. If a class teacher is reporting a disclosure to the Child Protection Officer / Head Teacher, the pupil should be told this.

Confidentiality (individually)

Teachers should not promise absolute confidentiality to students. However, teachers are only obliged to pass on disclosures as defined by this policy. If a teacher believes a student to be at risk, she/he should inform the Head Teacher/Child Protection Officer and tell the student this is what they are doing.

Teachers will recognise the importance of listening to the concerns of individual students. Staff will also be aware that young males sometimes find it more difficult than females to express emotions, and will offer support where possible. Again, teachers will not go against the student’s wishes and talk to the parents. The Head Teacher will decide what action, if any, to take.

Students are deemed to be ‘at risk’ if they are:

- Involved in situations where they can endanger themselves or others
- Involved in situations where they are being exploited or are exploiting others
- Victims of abuse, physical/sexual or emotional; this would require referral to the Child Protection Officer.

If a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse, they should take steps to ensure that:

- Wherever possible, the young person is persuaded to talk to their parent or carer;

- That the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception and advice services.
- Any child protection issues are addressed.

The School Governors and Senior Management Team will support the staff member in exercising her/his professional judgement about what is in the young person's best interest.

Procedure for involving outside educators including health professionals in the delivery of the programme

External educators can make a valuable contribution to the delivery of the programmes of study. They must be familiar with this policy and contribute to the programme as agreed with the teacher, subscribing to our school moral and values framework, and using resources and methods agreed with the teacher. The teacher will be present during the session, and will negotiate their own role during the class, in advance.

The school nurse as health advisor/support for students

The school nurse offers a completely confidential health service to students, and operates a drop-in basis, where any student can request access to this support and can talk about emotional or physical health issues with the nurse at a convenient time to suit both.

Procedure for supporting any members of the school community infected with HIV, Hepatitis B or C

Staff should not expect to be informed of a student's or colleague's HIV or Hepatitis status. A member of staff who is told of a student's blood borne viral status, should inform the Head Teacher and no one else. She/he will tell the student this is what they are doing. No student or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current guidelines, and assume that blood spills can be infectious in some circumstances.

DEALING WITH INCIDENTS

Definition of a Drug

'A drug is a substance that alters the way in which the body functions', Martin Plant 'Drugs in Perspective'
It includes medicines, alcohol and tobacco, as well as illegal drugs such as heroin or cannabis.

Managing Drug Related Incidents

It is vital that all drug related incidents are dealt with in a consistent way.

Medical Drugs

All medication brought to school should be sealed, and clearly marked with the pupil's name and passed to the bus escort, who will then pass it on to the Class Teacher or the Duty Staff in the Medical Room.

All medication is administered by duty staff in the medical room and recorded.

Non-medical Drugs

It is important to assess a drug incident carefully before acting. Consider the following questions:

What information do you have about the incident and who has provided it?

Is it fact or rumour?

Who is involved and in what capacity?

Which drugs are involved?

If a pupil is found with a drug or similarly misusable substance:

* Obtain medical help if necessary - see Appendix 1

* Take the substance away from the pupil if possible in the presence of a witness and take it to the Headteacher's Office to be locked away

* Talk to pupils separately if there is more than one person involved

* Make a report of the incident on the prepared recording sheet.

- * There is no legal requirement to inform parents if you know their children are using drugs - however, each situation should be assessed and discussed with the Headteacher/Deputy Headteacher/PSHE Co-ordinator before any disclosures are made either to parents or to other authorities.

It is very important to carefully record all such instances.

D.A.T.E Confidentiality

- * Teachers should not offer absolute confidentiality, although they can provide an important source of support for pupils
- * After consultation with the Headteacher/Deputy Headteacher it may be considered advisable to arrange professional help for pupils
- * DFEE guidelines recommend that the police are informed in situation where schools have information about illegal drug use or find illegal drugs. Any such information should only be disclosed by The Headteacher or Deputy Headteacher.

D.A.T.E relatedSanctions

It is important to use sensible consistent sanctions whilst being attentive to individual needs. There should be a balance between sanctions, support and education. Procedures should be flexible allowing for negotiation between school management, parents and pupils.

Alcohol should not be brought to school or consumed on the premises other than on social occasions attended by adults only. Alcohol donated as raffle/tombola prizes etc should not be given to pupils under the age of 18.

Under the Misuse of Drugs Act it is an offence to allow premises you occupy or manage to be used for supply of any controlled drug, the cultivation of drugs, or the use of cannabis or opium. If you become aware of the use, supply or cultivation of controlled drugs on school premises you should take prompt action to prevent them.

The police have rights of entry to school buildings to search if you give consent or they have a search warrant. They can also enter and search without a warrant or your consent to arrest someone for a drugs offence, to avoid a breach of peace, to catch someone who is illegally at large or if the school is in the immediate vicinity of supply of controlled drugs.

Appendix 1

Drug Related Medical Emergencies

The procedures for an emergency apply when a child or young person or others are at immediate risk of harm. A person who is unconscious, having trouble breathing, seriously confused or disoriented or who has taken a harmful toxic substance, should be responded to as an emergency.

Your main responsibility is for any pupil at immediate risk, but you also need to ensure the well-being and safety of others. Put into practice your schools first aid procedures. **IF IN DOUBT, CALL MEDICAL HELP**

ALWAYS:

- * assess the situation
- * if a medical emergency, send for medical help and an ambulance

BEFORE ASSISTANCE ARRIVES:

If the person is conscious:

- * ask the person what has happened and to identify any drug used
- * collect any drug sample and any vomit for medical analysis
- * **do not** induce vomiting
- * keep the person under observation, warm and quiet

If the person is unconscious:

- * ensure that the person can breathe and place in the recovery position
- * **do not** move the person if a fall is likely to have led to spinal or other serious injury which may not be obvious
- * **do not** give anything by mouth
- * **do not** attempt to make the person sit or stand
- * **do not** leave the person unattended or in the charge of another pupil

WHEN MEDICAL HELP ARRIVES:

- * pass on any information available including vomit and any drug samples

PLEASE COMPLETE AN EMERGENCY RECORD FORM AS SOON AS YOU HAVE DEALT WITH THE EMERGENCY