



A Definition of PSHE and Citizenship

Personal, Social and Health Education (PSHE) and Citizenship comprises all aspects of school's planned provision to promote their children's personal and social development, including health and well being.

Preparing Young People for Adult Life, (1999)

THE AIMS OF THE POLICY

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

This means that the organisations involved with providing services to children - from hospitals and schools, to police and voluntary groups - will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively.

This is created in partnership with:

- Pupils
- Staff
- Parents
- Outside Agencies

Pupils	→	Code of Conduct	→	School
Pupils	→	Home School Agreement	→	School
Staff	→	Systems for Sanctions and Rewards	→	Pupils
Staff	→	Staff Counsellors	→	Pupils
Staff	→	Creating a secure environment	→	School
Staff	→	Teaching PHSE & Citizenship & Values Education	→	School
Staff	→	Relevant Policies in place	→	School
Governors	→	Pastoral Affairs	→	School

Non-Statutory Guidelines Curriculum

The knowledge, skills and understanding for PSHCE are outlined in The National Curriculum Handbook for primary teachers in England Key stages 1 and 2. Education for citizenship at Key stage 1 and 2 comprises four main areas;

1. Developing confidence and responsibility and making the most of their abilities;
2. Preparing to play an active role as citizens;
3. Developing a healthy, safer lifestyle;
4. Developing good relationships and respecting differences between people.

The non-statutory guidelines are designed to be taught alongside the revised National Curriculum.

The National Healthy School Standard (NHSS)

The NHSS launched in 1999 supports the effective implementation of the PSHE and Citizenship framework in schools and by working with local partners and agencies, can promote PSHE, citizenship, drug education, emotional health, healthy eating, physical activity, safety, and sex and relationship education.

The National Healthy Schools Programme is an exciting long-term initiative which is making a significant difference to the health and achievement of children and young people. The National Healthy Schools Programme supports the links between health, behaviour and achievement; it is about creating healthy and happy children and young people, who do better in learning and in life.

Children and young people in Healthy Schools tell us that they feel healthier, happier and safer. Their parents tell us that they feel more involved in their child's health and learning and often feel better themselves. Schools tell us that the National Healthy Schools Programme has brought sustained improvement in behaviour, standards of work and school management.

The impact of our programme is based on a whole-school approach to physical and emotional well-being focused on four core themes:

- Personal, Social & Health Education
- Healthy Eating
- Physical Activity
- Emotional Health & Wellbeing

The whole school approach involves working with children and young people, parents, school staff and the whole school community to provide a solid foundation from which developments and improvement are embedded in a systematic way. These processes contribute to the physical and emotional development of all members of the school community.

Curriculum provision for PSHE and citizenship

- There are different forms of provision including;
- Discrete curriculum time.
- Teaching PSHCE through and in other subjects/curriculum areas.
- Through PSHCE activities and school events.
- A Whole School Approach.
- SEAL.

Combinations of these are used within our school to ensure a balanced education. A whole school approach is effective because pupils' personal and social development is influenced by many aspects of school life.

1. Active citizens
2. Personal development
3. Relationships
4. Health and Safety

Staff Counselling for Pupils:

the class teacher and teacher responsible for child welfare/abuse if appropriate.

Record - the date of the meeting in the file held by school admin officer.

(Refer to Appendix 1 for the names of Staff Counsellors)

All members of staff are encouraged to remind the children about the box including explaining its purpose, how to use it and where it can be found.

Counselling (pro-active) can be offered to pupils who are struggling to manage their behaviour

Our Safeguarding Manager, Jan McColl, manages a cohort of specific children who may be experiencing difficulties for any number of reasons. Children can be referred to Mrs McColl via staff, pupils, or parents themselves.

These children may be supported 1:1 via nurture group, social group or the self esteem group.

Mrs Millikin and Mrs Lewis see children 1:1. Social groups and Self esteem groups are run by Mrs Millikin and Mrs Lewis. Nurture groups are run by Mrs Lewis, Mrs

Matthews and Mrs Griffiths.

As part of her remit Mrs McColl also supports parents, carers and liaises with outside agencies.

KS2 children have access to 'Bubble Club' whereby they can put a request to share worries. Mrs Millikin and Mrs Lewis run Bubble Club.

Year 5 and 6 have Keep Safe sessions with Childline.

Confidentiality

As there are many circumstances through which teachers may come to possess sensitive information about children. The following general principles should be considered.

- All members of the school community need to be clear about the rules of confidentiality. Information about children should not be passed on indiscriminately. The Head Teachers may wish to be informed in all or some circumstances, in which case staff have a contractual obligation to comply
- Teachers are not able to offer children or their parents' unconditional confidentiality. If staff receive information about behaviour likely to cause harm to the child or to others, they must pass it on to the appropriate agency where relevant, following the school's child protection procedures.
- Teachers should make it clear to children that it is not possible to keep all information confidential and that it is sometimes necessary to tell someone else. However, the children need to know when this has to happen, what will be done with the information, and who will have access to it.
- In the case of illegal activity, action should be taken in the best interests of the child. This does not necessarily involve informing the police. Teachers are not statutorily required to inform the police about illegal drug activity, for example. The school's police liaison officer will provide guidance about specific instances.
- Where outside agencies and others provide support for the PSHE and citizenship provision, they must be made aware of, and abide by, this policy about disclosures and confidentiality. However, they may also have a role in providing advice and support directly to young people. The boundary between these two roles must be agreed with the school and the distinction, in terms of right to confidentiality, must be made clear to the children.
- Other professions are bound by their own codes of confidentiality. For example, health professionals, such as the school nurse, are bound by the medical code of confidentiality in their work with children and young people.
- In lessons, teachers should establish from the beginning that it is inappropriate to disclose some personal information. Children need to be clear about not putting pressure on one another to answer questions about their own experiences. This also applies to any adult in the school.

POLICY DOCUMENTS

Multi Cultural Education & Equal Opportunities Policy

Opportunities for including Multicultural Education and Equal Opportunities in the curriculum occur in many subjects, for example:

RE Language History Geography Drama	Different religions KS1 Christianity, Judaism, KS2 Christianity, Hinduism, Islam, Sikhism. Visits. Visitors from different denominations. Faiths. Different cultures and communities - customs, food, dress etc. World Study Week. Global Partnership with India.
Art	Multicultural art work

There are regular debates and discussions through assemblies and in class groups on issues arising from Multicultural Education, such as:

Are we different?

Are we all equal?

How do we perceive/treat people?

Who is different from us?

Prejudice and Conflict is also discussed.

The school reflects society and it is important that all children must develop a respect for individuals. In order to develop respect, children need an understanding of other cultures. This can be reflected through all areas of the National Curriculum.

Our school curriculum provides opportunities to explore and celebrate cultural and racial diversity. Books and materials are selected which reflect our multicultural society and present positive images of both genders.

All children are encouraged to explore their unique contribution towards school and society and confidence in gender and culture are strengthened.

It is recognised that racist and sexist attitudes and abuse exist. Any incidents must be confronted and handled firmly and positively.

All racial incidents are reported to the Healthy Schools Forum. A log of any incident is kept in school and completed if an incident occurs.

Relationships and Sex Education Policy

The Governors of Lord Scudamore Academy state that part of the Personal, Social and Health Education (PSHE) of this school will include sex education.

All Year groups deliver relationship lessons with formal sex education offered to Year 6 children after written notification to parents/guardians.

More informal, individual's questions are dealt with in an honest and understanding way, as sensible caring parents would deal with their own children.

Aims & Objectives

SRE is taught as part of the Science National Curriculum and included in the whole school PSHE programme. We aim to equip each child with the necessary skills and knowledge in order that they can make informed choices and decisions about their present and future sexual behaviour.

The child should develop a balanced view towards family values, loving relationships and respect for others as well as learning about their developing bodies.

Ultimately, the child will have an informed approach towards sexual issues and will be capable of making responsible decisions through the attitudes we nurture.

Pastoral Care

Where aspects arise naturally in other subject lessons within which there is a child or children who have been withdrawn from SRE, teachers will endeavour to balance the need to give proper attention to relevant issues with the need to respect pupils and parents' views and sensitivities.

Children throughout the school are aware of the confidential counselling service that exists thus they have access to advice about any issues that are causing them concern.

Welfare issues are covered within the school Safeguarding policy.

Curriculum Links to Relationships and Sex Education

The delivery of RSE is approached through the following methods and is in accordance with National Curriculum guidelines, the Governors' statement on RSE and the advice we receive from the Health Authority.

Year 6 children receive RSE in mixed classes and the resources include the use of BBC videos. *(Parents of Yr6 children are given the opportunity to pre-view the video material used in school.)* The School Nurse has the DVD.

Time is set aside after each of the three main sessions for discussion with the class teacher. The children are given the opportunity to ask questions of the teacher in a more private environment if they prefer.

Consideration is given to both cultural and gender issues. In Year 6 the information is presented by both male and female teachers (working together) and opportunities for single sex discussions are provided.

Drugs Awareness Policy

Aims:

To increase knowledge of social and personal issues relating to drugs in line with the National Curriculum and our own PSHE policy. **To change attitudes** to minimise the number of young people who ever engage in drug misuse and to delay the age of onset of first use for those who do experiment at any time. **To enhance** young peoples decision making skills as part of pupil's life skills and preparation for adulthood.

1. The children at KS1 are taught to know:

- That all medicines are drugs, but not all drugs are medicines.
- That all substances can be harmful if not used properly.
- About different types of medicine and that some people need them to live a normal life.
- And understand simple safety rules about medicines, tablets, solvents and household substances.

The children at KS2 are taught to know:

- That all medicines are drugs, but not all drugs are medicines.
- That there are over the counter, prescribed, legal and illegal substances and have some understanding of their effects.
- How to make simple choices and exercise some basic techniques for resisting pressure from friends and others.
- The important and beneficial part which drugs have played in society.

Specific Drugs Awareness Training is delivered in Year 6 via the Police and through their cross curricular programme 'Taking Drugs Literally'. Year 6 staff and pupils also participate in the 'Dangers of Smoking Workshops' delivered by the School Nurse.

- Year 6 have a visit from local police running the STAR programme which is a Drugs and Alcohol awareness programme.

2. Pupil and Staff Welfare

- Health & Safety checks around the school site are carried out on a daily, routine basis, by the caretaker. Other checks include specific Risk Assessments and bi-annual audits.
- Qualified First-Aiders have had training concerning drug related health issues on their 'First Aid at Work' training.

3. Dealing with drug-related incidents

Acute intoxication, physical collapse or unconsciousness can result from even one experiment with drugs or solvents. In the event of an incident, the school's Accident and Emergency Procedures will be implemented. All powders, tablets etc, which the person may have been using, should be collected and handed over to ambulance staff.

Road Safety Policy

Aims:

Road Safety education should raise awareness of the skills required to be safe on, near or crossing the road.

Objectives:

Road Safety education requires effective teaching and learning processes regarding all aspects of the road environment, thus developing knowledge, concepts, attitudes and skills that will lead to a reduction in the incidence of road accidents.

Management of Road Safety Education in PSHE:

Every opportunity to discuss Road Safety is taken advantage of throughout every year group including participating in Road Safety week and Walk to school Week. These opportunities occur frequently as all classes go 'off-site' at some point during each academic year. This is the ideal opportunity for re-enforcing the Green Cross Code and other Road Safety issues.

Even the playground provides opportunity for vehicular awareness as there are occasionally emergency circumstances in which a vehicle may have to pass through playground areas (*escorted by a leading adult pedestrian*).

Road Safety education is delivered indirectly to pupils via our school information booklets to parents (*i.e., use of School Crossing Patrols and sensible parking near school*).

LEARNING ABOUT PERSONAL HEALTH & SAFETY

Health Education is linked with Science and Values Education. Many areas will be covered during assemblies and with the help of outside agencies or speakers at assemblies. For example, all children should be familiar with the Green Cross Code - teaching of this begins in the Nursery and is reinforced regularly throughout the primary years.

Regular letters are sent to parents outlining sun safety.

Pupils are encouraged to wear hats and high factor sun cream.

SEC – All children are integrated into mainstream education and receive PSHE and Citizenship education alongside their peers.

Record Keeping and Assessment

Refer to the Assessment policy.

Working with External Visitors/Contributors

In this guidance an external visitor/contributor is anyone who is not a regular member of the teaching staff but goes into school to work alongside teaching staff, supporting the planned delivery of any curriculum activity

These guidelines have been produced to help ensure that both the school and the external contributor are mutually aware of the other's expectations and to ensure that a high quality teaching and learning session is the agreed outcome.

Planning Checklist

It is advisable that teachers **and** external contributors consider this checklist, prior, during and after the sessions.

- Are both teacher and external contributor clear how the input fits in with the aims and objectives of the PSHE curriculum and where it is placed within the school's scheme of work?
- Is the external contributor's knowledge and expertise relevant and appropriate?
- Is the teacher clear about the values, aims and objectives of the external contributor and why they work with schools, and does this complement the school's values, aims and objectives?
- Is it necessary to ensure that the external contributor has a current CRB check?
- Plan adequate time to discuss the details of the visit including any preparatory or reflective work for pupils. Clarify the role of both teacher and external contributor in any follow up work.
- Ensure that the contributor is aware of the needs of pupils with regard to ethnicity, ability, age.
- Ensure that the external contributor is aware of relevant school policies, e.g. behaviour, child protection and health and safety? Clarify the school policy on handling sensitive issues, disclosures; confidentiality and subject content e.g. drug education and sex and relationships education.
- Ensure that a teacher is present for the whole activity and will take responsibility for continuity and links to other areas of work. The external contributor's role is to support and not replace the teacher.
- Discuss professional boundaries e.g. who is responsible for discipline, codes of conduct and other school guidelines.
- Ensure the contribution is grounded in a pupil centred approach to learning.
- Have monitoring and evaluation of learning activities planned.
- Celebrate achievements and show appreciation of input.

External Contributor agreement

This agreement provides the basis of the partnership between the individual external contributor (or community partner organisation) and the school.

The School

- The member of staff responsible for the visits will:
- Explain the nature and purpose of the visits to external contributors/organisations in the context of the school's programme for PSHE.
- Outline the needs of the school and negotiate the most appropriate contribution that external contributors/organisations can make.
- Set out the relevant school policies and procedures.
- Work with external contributors in the preparation, delivery and (where applicable) follow-up of the external contribution, and will address with the external contributors the items on the planning checklist.

The external contributor/partnership

The individual partnership/organisation will:

Plan

- Agree to CRB checks as required.
- Complete the planning checklist with the school.
- Clarify the boundaries of their confidentiality policy with the school.
- Complete and negotiate the partner profile with the school.
- Take account of relevant school policies.

Deliver

- The PSHE objectives set out by the school.
- The ability, knowledge and skills to work with young people in the agreed setting.

Evaluate

- Their contribution to the programme of work.
- Their organisation's contribution and where work is on going produce periodic summaries for the school.

Signed.....

Signed.....

External contributor

School core team member

Date.....

Date.....

Name of organisation.....

Role within organisation.....

Review date.....

Evaluation record of the external contribution
For completion by teaching staff after an activity or programme.

Name of external contributor/organisation
Date of session
Year/Group
Brief aims/objectives
Teacher's evaluation of the session What went well? What did you learn from this session?
What went less well? How could the session be improved?
To what extent were the aims met?
Do you have any questions you would like answered as a result of this session? What further information/sessions would you like?
Would we make any changes next time?

APPENDIX 1

ECM GROUP MEMBERS

Mrs Zayla Beecham – SENCO

Mrs Jan McColl - Safeguarding & Pastoral Manager

PSHE COUNSELLORS

All PSHE Committee Members are Counsellors. Additional Counsellors include:

Mrs Janet Skipworth - Special Support Assistant

PC John Westlake - Community Police Officer