



PERSONAL, SOCIAL and HEALTH EDUCATION POLICY

Christian Values:

The specific Christian Values of **Love, Respect** and **Courage** underpin, and are intrinsic to the ethos and belief of Saint James CoE Primary School.

Our Vision:

At Saint James we accept challenges, take risks and work to make to make positive change in ourselves and our community. Focusing on building resilience and compassionate relationships allows everyone to flourish. Using our Christian values to guide us, we develop skills to navigate rough seas and transform our world. **'Be strong and courageous and do it'** - 1 Chronicles 28:20

Rationale / What is it?

At Saint James Church of England Primary School, Personal, Social and Health Education includes all aspects of Health and Citizenship. It is an entitlement for all pupils and a suggested framework is published in *The National Curriculum Handbook for Primary School Teachers in England 2000*. Compulsory since September 2020, this curriculum area is designed to help give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

(Articles 3, 6, 12, 14, 24, 28, 29 – from UNICEF's Children's Rights)

At Saint James Church of England Primary School this means that all our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, and therefore contributing fully to the life of the school and the wider community.

In doing so, every pupil learns to develop their sense of self-worth, their collaborative and co-operative skills in working well with others and become increasingly responsible for their own learning. They reflect on their experiences and learn to understand how they are developing personally and socially, tackling many of the spiritual, moral, social, and cultural issues that are part of growing up.

We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council, and we teach them about rights, respect and responsibilities.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

Aims / Why do we do it?

At Saint James Church of England Primary School we aim to give all our pupils opportunities to:

- take and share responsibility
- feel positive about themselves
- make real choices and decisions
- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- have respect for others
- understand how their actions have consequences for themselves and others
- develop relationships through work and play
- ask for help
- develop self-confidence and self-esteem
- be positive and active members of a democratic society
- prepare for change

We do this because we believe in the fundamental value of these experiences.

Guidelines / How do we do it?

At Saint James Church of England Primary School we follow the Hampshire County Council guidelines for teaching PSHE which is based on the QCA framework for PSHE and Citizenship. Ongoing provision for supporting PSE is maintained throughout all aspects of school life and supported through a sequence of themes, which are delivered through our PSHE programme SCARF and our Brain Fit scheme.

There are six areas of the PSHE SCARF programme which are taught in each year group. These themes include:

- Me and my relationships,
- Valuing difference;
- Keeping safe,
- Rights & respect,
- Being my best,
- Growing & changing.

At least two themes are taught each term over the course of the academic year.

We also teach Brain Fit by Kit Messenger as part of The Empowerment Approach. This is a framework for supporting young people by focussing on their self-awareness, understanding the 'why' behind their behaviour, and enabling children to regulate their emotions more independently.

The generic curriculum:

We believe that many of the skills and attitudes that we wish to develop through PSHE are also taught and demonstrated throughout the day at Saint James Church of England Primary School. Pupils will have opportunities to develop their understanding of these issues through:

- school ethos
- school Christian values of Love, Respect and Courage
- Healthy Schools Partnership
- assemblies
- school trips
- extra curricular activities such as after school clubs
- classroom and playground rules
- school council
- charity work
- peer working
- responsibilities such as: librarians, buddies, peer mentors, prefects, including Head Boy and Head Girl

PSHE and its relationship to other subjects:

Most aspects of the PSE framework will be taught and linked with other subjects, such as, Science, Geography, Religious Education, Drugs Education, Sex and Relationships Education, English and Physical Education.

Teaching and learning approaches:

To ensure all pupils receive opportunities to participate and develop their skills, a variety of teaching strategies are used, including:

- Discussion and debate
- Circle-time
- Drama / role play
- Co-operative group work
- Quiet reflection
- Independent learning
- Problem solving
- Games
- Directed teaching of skills/knowledge from a variety of sources including; class teacher, videos, books (fiction/non-fiction), outside agencies.

Outside agencies may be involved in the planning and teaching of Personal, Social and Health Education and they will work within our school policy.

Concern and confidentiality

PSHE covers some issues that can be sensitive or controversial. Teachers will answer children's questions honestly and sensitively and, if necessary, in a one to one situation. Teachers cannot offer confidentiality and if a child's question or statement causes concern, the teacher must explain that they need to involve someone else to help resolve the situation. The teacher must then follow the child protection procedures.

Links with other policies

This policy links to our school policies on: Sex and Relationships Education (App.1), Drugs Education (App.2) and Dealing with drug-related incidents (App.3) Behaviour, Teaching and Learning, Equal Opportunities, Religious Education, Worship, Science, Health and Safety, Visitors, Physical Education and Child Protection.

Assessment, recording and reporting

At the end of each academic year an end of year report is sent to parents that includes details of their child's personal and social qualities.

Monitoring

PSHE will be monitored in a variety of ways, these may include: displays, work sampling, discussions with teachers and pupils.

Conclusion

The following groups were involved with the development of this policy: teachers, SENco, support staff, parents and governors.

Appendix 1

Saint James Church of England Primary School - Sex and Relationships Education Policy

The Philosophy of the School

The school's philosophy aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. The policy for Sex & Relationships Education (SRE) is written in accordance with this philosophy.

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support..” *Sex and Relationships Education Guidance, DfEE, July 2020.*

What is Sex and Relationships Education?

Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It **is not** about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Please read the SRE policy for further information. (*Sex and Relationships Education Guidance, DfEE, Sept 2021*).

Rationale

SRE is integral to PSHE and as such we believe it is important to help children learn to respect themselves and others, develop fulfilling relationships and lead confident, healthy lives. The programme we offer in school will compliment and build on that offered by parents.

Aims

As well as our generic aims for PSHE our aims for SRE are to help pupils:

- respect themselves and others and move with confidence through childhood to adolescence
- learn the value of love, care and empathy for others
- gain an appreciation of the variety of cultural, religious, ethnic and social viewpoints
- appreciate the qualities and values of family life, marriage and stable, loving relationships for the nurture of children
- learn and understand physical development at appropriate stages, understand human sexuality, reproduction, sexual health, emotions and relationships.
- acquire accurate information and develop the understanding they need to live confident, happy and independent lives

- develop critical thinking in order to make responsible and well informed decisions about relationships
- empower themselves to make informed choices about sexual matters
- learn how to avoid exploitation and abuse
- prepare themselves for the opportunities, responsibilities and experiences of adult life
- learn the importance of values and individual conscience and moral considerations
- explore, consider and understand moral dilemmas; and
- develop critical thinking as part of decision-making.

Outline of SRE programme YR-Y6

See Annex 1.2

Implementation

The SRE programme will be delivered through a variety of different approaches, in class and/or single sex groups, as appropriate. These may include:

- ✓ class based lessons
 - ✓ group discussion/circle time
 - ✓ drama/role-play
 - ✓ videos
 - ✓ Internet based programmes
 - ✓ outside agency involvement
- Teaching staff will offer general information and guidance to pupils using **accepted language agreed by the school** (see below), however teachers will never give individual medical advice.
 - Children will have the opportunity to raise any issues or ask any questions they may have. This may involve questions on HIV/Aids. These will be answered honestly and sensitively in a manner appropriate to their level of understanding and experience.
 - Confidentiality will be respected but should pupil's questions or responses give staff cause for concern the head teacher and/or CPLO will be informed. (Refer to Child Protection Policy for procedures)

Accepted Language agreed by the school

As soon as children enter Saint James Church of England Primary School in Year R, **all** body parts will be referred to by their scientific name, and children will be encouraged to use these terms. We will explain to children that 'family' names for parts of the body are acceptable for home use, but that at school we will use the correct terminology, i.e. *penis, vagina, breasts, testicles, etc.*

Right to withdrawal

Should any parent have concerns or anxieties about any elements of the programme, they are asked to discuss them with the head teacher so that any misunderstandings can be clarified.

If any parents feel they would prefer to withdraw their child from certain lessons they may do so in writing, however withdrawals may not be made from the National Curriculum Programme of Study. (See section 405 of Education Act 1996). For example, Parents have the right to request that their child be withdrawn from some or all of sex education, but not from Relationships Education. Any parents who are considering withdrawing their child should first discuss this with the head teacher. It is important to consider the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Conclusion

The following groups were involved with the development of this policy: teachers, SENco, support staff, parents and governors.

Appendix 2**Saint James Church of England Primary School policy on Drugs Education****Definition – What is a drug?**

A drug is a substance (natural or synthetic), which, when taken into the body, changes the way we feel, the way we see things and the way our body works.

By definition, therefore, a drug includes substances, which contain caffeine (tea, coffee, and chocolate), alcohol, tobacco, solvents, slimming aids, over-the-counter medicines, steroids, prescribed drugs and illegal drugs.

In The Misuse of Drugs Act 1971, illegal drugs are classified into three groups.

Class A includes for example:

ecstasy, heroin, LSD, cocaine, crack, injected amphetamine.

Class B includes:

amphetamines, barbiturates.

Class C are:

the benzodiazepines or tranquillisers, including temazepam and valium, cannabis

Rationale

Current research indicates that drug use, both legal and illegal, is rising amongst young people. As part of the school's care and welfare of its pupils, we believe we have a duty to inform and educate children about drug use. Drugs are a reality in children's lives and schools share responsibility with parents and the local community to educate pupils about the risks and consequences of drug use and misuse. This school aims to encourage pupils to make healthy, informed choices by increasing their knowledge, challenging their attitudes and improving their skills. We also believe that the misuse of any drugs by members of the school community cannot be condoned and will be dealt with consistently and clearly with regard to the needs of the school and the individuals concerned.

Aims

At Saint James Church of England Primary School we aim to:

- develop a whole school approach to drug education in the context of the PSE programme and the Science curriculum
- provide accurate information about a range of drugs, including medicines, alcohol and tobacco
- if appropriate, clarify and respond to questions about illegal drugs and the harmful effects they can have on other people's lives
- enable children to discuss moral questions related to drug taking, and so provide a safe environment for young people to share their thoughts and ideas

- help children become more self-confident so that they are able to make sensible and informed decisions about their lives
- let children know what they should do if they come across/are offered drugs, or are aware of other people misusing drugs
- help children respect their own bodies and, in doing so, reduce the likelihood that they will be persuaded to become involved in drug misuse
- respond to any individual within the school community in need of support and protection
- clarify appropriate procedures in the management of drug-related incidents (see Appendix 3)

Guidelines

All pupils will follow a drug education programme which is responsive to their needs and relevant to their age, experience and maturity. It will be delivered through the existing curriculum, mainly Personal, Social, Health & Citizenship Education and some aspects of Science. The programme will provide appropriate information about drugs. It will also, through a variety of teaching approaches, enable children to explore attitudes and values and develop a range of skills. See **Figure 1** for Knowledge and Understanding, Skills, and Attitudes, from **Drugs – guidance for schools**.

We ensure that drug issues are reinforced throughout children's education, so matching their increasing understanding and maturity.

Conclusion

At Saint James Church of England Primary School we believe that by educating children about the dangers of drug misuse and through staff, governors, parents and children working together, we can safeguard the well being of all children in our care.

This policy will be reviewed biannually or sooner in the event of any changes in legislation.

This policy is written with regard to 'Drug Matters Guidelines', Hampshire County Council, 'Drugs: Guidance for schools', DFES and 'Managing and making policy for drug-related incidents in schools', SCODA.

Appendix 3**Saint James Church of England Primary School policy on Dealing with Drug-Related Incidents****Definition – What is a drug?**

A drug is a substance (natural or synthetic) which, when taken into the body, changes the way we feel, the way we see things and the way our body works.

By definition, therefore, a drug includes substances which contain caffeine (tea, coffee, and chocolate), alcohol, tobacco, solvents, slimming aids, over-the-counter medicines, steroids, prescribed drugs and illegal drugs.

In The Misuse of Drugs Act 1971, illegal drugs are classified into three groups.

Class A includes for example:

ecstasy, heroin, LSD, cocaine, crack, injected amphetamine.

Class B includes:

amphetamines, barbiturates.

Class C are:

the benzodiazepines or tranquillisers, including temazepam and valium, cannabis

Management of drug-related incidents in school

'In school' is taken to mean on school premises, including buildings and grounds. The school policy also applies to off-site activities, visits and school trips. The policy will also relate to pupils' use of the premises and grounds beyond the school day.

A designated member of staff will be responsible for co-ordinating the management of drug-related incidents. He or she will offer sources of support for individuals and families coping with drug misuse and liaise with appropriate outside agencies, e.g. EWO, school nurse. The designated member of staff is **Michelle Marsh** (Head teacher).

Procedures

Medicines: See school policy on administration of medicines.

Tobacco: See policy on smoking.

Alcohol: No alcohol will be consumed during the course of a normal school day when children are on site.

Volatile substances: The school will ensure that potentially harmful substances are stored safely, and pupils supervised carefully in the event of them having to be used in the course of work, e.g. aerosols and

their potential risks to people with asthma or other bronchial problems.

Illegal substances: No illegal substances will be brought into school or used on school premises.

A range of sanctions will be applied following the inappropriate use or misuse of any of the substances described above by any member of the school community on the school premises or while on school trips and visits.

To protect the health and safety of everyone in the school, regular checks will be made of the site by the caretaker to ensure that any drug paraphernalia is cleared away.

Sanctions, in line with LEA and DFEE guidelines will be applied for:-

- possession of any drug with the suspected intention to misuse
- misuse of drugs on school premises
- supplying/dealing drugs for the purpose of misuse

Dealing with drug-related incidents

Our school believes we should be a community free of drug misuse. Illegal substances should not be brought into school and use or supply of drugs on the school premises will be regarded with the utmost seriousness.

When dealing with emergencies and any situation involving drugs without medical authority this school will follow guidance as set out in **Managing and making policy for drug-related incidents in schools, Scoda, 1999**. (See Figure 2 – Situations involving drug without medical authority).

Any substance deserving investigation will be handed to the police. A record of all drug-related situations, i.e. *Emergency/intoxication, Suspicion ON/OFF premises, Discovery ON/OFF premises, Pupil disclosure, Parental use, Parent/carer expresses concern etc* will be kept by our drug co-ordinator, **Michelle Marsh**. (See Figure 3 – format for recording drug-related situations). Evidence of drug use by a pupil or possession of a substance will be dealt with appropriately. Each case will be assessed and different levels of sanctions will be used according to the seriousness of the incident and the pupil's involvement. Fixed-term or permanent exclusions of pupils **may** be used where appropriate.

If any member of staff **suspects** that a pupil is under the influence of a drug or possesses a drug while on the premises, then he/she **must** inform the drug co-ordinator who will deal with the matter and any pupil/s involved. If a pupil **is** found possessing a drug then the member of staff should take or confiscate the drug and report the incident to the drug co-ordinator. When reporting the incident, the member of staff should also hand the 'drug' to the drug co-ordinator. In the unlikely event that a pupil refuses to hand over a drug then follow the guidelines below.

Searching

Storage areas including children's trays/desks remain the property of the school. The head teacher or deputy head teacher may authorise a search of these when there is reasonable cause to suspect the presence of prohibited items. Such searches will be carried out in the presence of a witness. Staff **should not** carry out searches of a pupil's property or person. If it is necessary to search a pupil's property or person the assistance of a police officer will be required and parents will need to be informed as soon as possible.

Advice and support

Information about local drug and support services are available for pupils, parents and staff if needed.

Media

The school will adopt the approach to media enquiries promoted by Hampshire County Council Press office. Bearing in mind that freelance journalists and news agencies can syndicate stories, together with the interest in drug-related incidents in school, responses to media enquiries must be handled carefully.

Staff development

All staff need to:

- understand and support the rationale and aims of drug education
- be aware of the legal implications and their responsibilities.

Conclusion

At Saint James Church of England Primary School we believe that by educating children about the dangers of drug misuse and through staff, governors, parents and children working together, we can safeguard the well being of all children in our care.

This policy will be reviewed biannually or sooner in the event of any changes in legislation.

This policy is written with regard to 'Drug Matters Guidelines', Hampshire County Council.

Reviewed: December 2025