

St James the Great School RC
(VA) Primary and Nursery School



Policy for PSHCE

Spring 2007

St James the Great RC (VA) Primary and Nursery School

Personal Social Health Citizenship Education Policy (PSHCE) (Including Sex and Relationship Education and Substance Use and Misuse)

Introduction

This policy has been developed by a working party with reference to government guidelines. It has taken into account the views of the clergy, parents, governors and relevant outside agencies. Parents may request a copy of this policy from the school reception or view it on www.stjamesthegreat.org.

This policy is firmly rooted in our identity as a Catholic school. We have a responsibility to ensure that the information our children is given is received in the context of the Catholic community and with Catholic values, based on sound moral principles.

We as a school understand the importance of investing in health to assist in the process of raising the level of pupil achievement and improving standards. We recognise the need to provide a physical and social environment that is conducive to learning.

Aim

At St James the Great we aim to educate our children with the understanding and commitment of parents, priests and teachers as each has a unique part in the preparation of our young people for adult life.

Within our school environment we aim to

- Raise pupils' confidence and self esteem by reminding all members of our school community of the importance of respecting everyone as an individual and appreciating effort
- Offer an especially supportive climate for learning based on trust
- Provide a foundation for acquiring the skills needed to learn and grow up at ease with oneself
- Increase pupils' motivation and deepen their understanding by providing relevant opportunities for 'real life' learning
- Improve pupils' ability to reflect on and become responsible for their own learning
- Reduce that chances that pupils' education will be interrupted or impaired, for example, by fear of bullying or substance misuse.

Teaching and Learning

St James the Great will undertake a whole school approach to personal and social development. In all areas of the curriculum children will be encouraged to:

- Develop confidence and responsibility and make the most of their abilities

- Play an active role as a citizen
- Develop a healthier, safer life style
- Develop good relationships and respect the differences between people

Opportunities provided for development will include:

- ✓ Collective worship
- ✓ Visits and trips
- ✓ School publications
- ✓ School events
- ✓ Assemblies
- ✓ School council
- ✓ Peer education
- ✓ Literacy and Numeracy hours
- ✓ Core and foundation subjects
- ✓ PSHCE courses
- ✓ Cross curricular projects
- ✓ Whole school events
- ✓ Residential experiences
- ✓ Community links
- ✓ Sport and team activities
- ✓ Theatre and art projects within school
- ✓ School clubs

At the Foundation Stage the PSHCE programme follows the Practice Guidance for the Early Years Foundation Stage which covers

- Disposition and attitudes
- Self-confidence and self-esteem
- Making relationships
- Behaviour and self-control
- Self care
- Sense of community

At Key Stage 1 the PSHCE programme will cover the following, based on SEAL (2005) and other appropriate materials:

- Build on 'Early Learning Goals' for personal development in the early years of schooling as a basis for all other learning;
- Emphasise the development of basic rules and skills for keeping safe, help pupils to manage their behaviour and begin to show that they can take some practical responsibility for themselves;
- Help pupils to learn the social skills they will need to become part of the classroom community;
- Adopt structured activities to allow pupils to practise essential skills and develop positive attitudes to being a class member;
- Help pupils begin to develop confidence and independence as learners;
- Help pupils to become less egocentric and more socially competent and motivated by the end of the key stage.

At Key Stage 2 the PSHCE programme will, based on SEAL (2005) and other appropriate materials:

- Provide opportunities for extended projects particularly on local, national or global issues;
- Support pupils as they start to question themselves at the beginning of the process of developing into young adults;
- Provide more frequent contact with adults from outside the school offering new opportunities and challenges;
- Enable pupils to develop increased confidence and independence as learners, able to organise themselves, manage projects and take responsibility;
- Ensure that before they leave St James the Great they are prepared for the impact of puberty before it begins and are confident about the transition to secondary school.

Opportunities will be provided in each year group for the pupils to develop their skills, knowledge, attitudes and values highlighting the importance of citizenship and community.

Sex and Relationship Education

The aim of sex and relationship education (SRE) is to help and support pupils through their physical, emotional and moral development. Sex education will be taught within the beliefs of the Catholic faith, teaching will encompass the importance of marriage for family life, stable and loving relationships, respect, love and care. Staff will be sensitive to individual family circumstances and their personal beliefs and attitudes will not influence the teaching of SRE.

SRE is an integral part of PSHCE. Pupils will receive their sex education in the wider context of relationships and will be prepared for the opportunities, responsibilities and experiences of adult life. The school recognises that parents are the key people in teaching their children about sex and relationships, maintaining the culture and ethos of the family, helping their children to cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities that sexual maturity brings.

SRE is led at foundation and both key stages by the class teacher with help from learning support assistants, parents and additional outside visitors as deemed appropriate for example the school nurse. Questions posed by pupils will be answered honestly; if questions are raised which are inappropriate for the whole class they will be acknowledged and an opportunity will be given for pupil to discuss the question on an

individual basis or with their parents. Disclosure of sexual activity by any pupil will be treated as a child protection issue and the designated teacher informed; the pupil will be kept informed of any action taken.

Information about puberty is taught in year 5 leading to sex education in year 6. There is no set pattern for work on sex education as some classes grasp the concepts quickly and easily as a whole class whilst others need reinforcement in smaller groups. Pupils will be taught in mixed gender groups, opportunities to explore sensitive issues in single gender groups will be available if necessary. Before the children are taught about puberty and sex parents will be informed via the school newsletter so as to enable them to continue discussion within the home. Although children may be withdrawn from sex education lessons, it will be assumed that parents are willing for their child to participate unless the school is notified otherwise. Parents are welcome to see material that will be used in the teaching of sex education and discuss this with the headteacher, class teacher or the PSHCE coordinator. Parents cannot withdraw their children from the science curriculum aspects of sex education only the personal and social aspects.

Substance use and misuse

Teaching on substance use and misuse is an integrated part PSHCE. The school policy is attached (Appendix 1).

Role of the Coordinator

The coordinator will

- Raise awareness amongst all staff of their contributions to the pupils' personal and social development and agree the overall aims, objectives and priorities;
- Establish a shared view of best practice to which all pupils are entitled;
- Lead PSHCE policy development;
- Agree the main priorities for the pupils' personal and social development in each year group with year teams and help identify the major opportunities for meeting these priorities across the curriculum;
- Provide appropriate support and training for staff;
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' response to the programme;
- Carry out a continuous process of review and development of the programme.

Assessment

Assessment is as central to personal and social development as it is to any other learning process. Pupils will undertake self assessment reflecting on what they have done, how they feel, what they have learnt and what they will do next.

Foundation stage assessment, with regular reflection on personal experiences, provides information that can be indicative of pupils' progress and achievement. Pupils' factual knowledge and understanding will be assessed through non-threatening approaches using games work or in real or simulated experiences. It is inappropriate to assess the pupils' values, however they will be encouraged to reflect on how their personal values relate to the school and society, and on the consequences of these values.

Pupils' progress in personal and social learning will be recorded in their annual report.

Equality and Inclusion

Opportunities for personal and social development will be planned to enable all pupils to develop their knowledge and skills. The class teacher, special needs coordinator or learning support assistant will provide necessary additional support. Pupils may benefit from the creation of sustainable work groups and opportunities to meet friends and interact in a range of social settings, these will be provided as necessary. Additional help will be made available to pupils who are vulnerable to exploitation in order for them to develop skills to reduce the risks of abuse and clarify acceptable behaviour and boundaries.

Monitoring and Evaluation

Monitoring will be ongoing to ensure that the PSHCE programme is being effectively implemented. Classroom teachers, key stage coordinators, subject coordinator and the leadership team will be involved in monitoring and evaluation.

The policy will be kept under review.

Outside Agencies

Before involving outside agencies/visitors in any aspect of PSHCE the coordinator will be consulted and will take account of the following:

- Does the visitor share the school values and approach to PSHCE?
- Will the information be impartial?
- Is the contribution from the visitor appropriately planned with preparation and follow up work?
- Is the agency/visitor appropriate for the age and maturity of the target group?

Visitors will be informed of the school policy on PSHCE. Visitors will not be left alone with pupils. The teacher will be a part of the experience so they can provide appropriate follow up work and ensure the safety of the pupils.

Appendix 1

St James the Great Statement of Policy on Substance Use and Misuse

This policy was reviewed in June 2003 and agreed after consultation with the staff, parents and governors. The contents are in line with the DfEE circular 4/95, Drug Prevention in Schools and the 1998 DfEE Drug Education Guidance.

School Statement

The school condones neither the misuse of drug and alcohol by members of the school, nor the illegal supply of these substances.

The school is committed to the health and safety of its members and will take action to safeguard their well being.

The school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, will seek to encourage pupils in need of support to come forward.

In response to our shared concerns at local and national level, we wish to state that as part of its care for the welfare of its pupils, the school believes it has a duty to inform and educate young people on the consequences of drug use and misuse. The school takes a pro-active stance on this matter, believing that health education is a vital part of the Personal, Social, Health and Citizenship Education of every pupil. This education should be based on the Christian understanding of the human condition, and Christ's teaching of unconditional love and respect for others should be clear in the approach used and the responses made to occasions of drug misuse.

Fundamental to our school's values and practice is the principal of sharing the responsibility for education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation are essential to the successful implementation of the policy.

Whilst we acknowledge that the number of young people who use and misuse drug is rising, it is seen as important to recognise that the majority of young of people are choosing not to use or misuse substances. We will continue to support their differing needs.

Aims and Objectives

We believe and support the following aims and objectives in respect of substance use and misuse.

- To help young people resist drug misuse in order to achieve their full potential in society.
- To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills.
- To encourage pupils to recognise that as individuals made in the image and likeness of God and loved by God, they are responsible for preserving their own dignity and ensuring the dignity of others.
- To provide accurate information about substances.
- To increase understanding about the implications and possible consequences of use and misuse.
- To encourage an understanding that certain people need drugs to sustain a healthy lifestyle.
- To widen understanding about related health and social issues.
- To develop and enhance young people's decision making and assertiveness skills to aid them in resisting drugs.
- To enable young people to identify and access sources of appropriate personal support.

Context

Drug education will be provided in the broader context of teaching of PSHCE. It will be incorporated into the school PSHCE Learning Outcomes (Appendix 2). These learning outcomes and their implications will take account of the age, sex and cultural/social background of the pupils at which they are targeted. It will aim to involve the whole school community and encourage them to take an interest.

Delivery

It will be delivered in a clear and honest manner that informs without encouraging substance misuse. Active pupil participation in the programme will be encouraged with adequate teacher supervision. To maximise its effectiveness it should be provided at regular intervals throughout their school career and should draw upon the additional support of outside agencies where appropriate, in consultation with the PSHCE coordinator.

The Roles of the Head Teacher and The Governing Body

The Head Teacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, Parents, LEA and appropriate outside agencies and for the appointment within the school of a Substance Misuse Co-ordinator, who will have general responsibility for handling the daily implementation of this policy. Any incidents of substance misuse will be the responsibility of the Head Teacher or a person appointed by him in his absence. The Head Teacher will ensure that all staff dealing with substance

issues are adequately trained and supported. The process for dealing with drug related incidents should be dealt with according to the agreed substance misuse procedure (Appendix 4)

The Substance Misuse Coordinator is the Head Teacher