



Philosophy

"It is only with the heart that one can see rightly; what is essential is invisible to the eye."

Antoine de Saint-Exupery, Le Petit Prince

We at Priestley Primary School support the view that effective Personal, Social and Health Education, combined with Citizenship Education is essential if our students are to make responsible and well informed decisions about their lives. We aim to provide a PSHE and Citizenship programme which will help and support our students through their physical, social, emotional and moral development.

Principles

The National Curriculum for England and Wales has two main aims:

1. The school curriculum should aim to provide opportunities for all pupils to learn and achieve.
2. The school curriculum should aim to support pupils' spiritual, moral social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

All schools are required to make provision to promote the personal and social development of all pupils and we believe that a programme of Personal, Social and Health Education along with Citizenship, will help students to:

- Lead confident, healthy and responsible lives as individuals and active members of society, developing skills such as communication, enquiry and participation
- Gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood
- Improve their motivation and deepen their understanding by providing them with opportunities to reflect on their experiences, and how they are developing
- Understand and manage responsibly a wider range of relationships as they mature
- Show respect for the diversity of, and differences between, people, challenging racism and promoting equal opportunities
- Develop their well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future courses and career
- Build on their own experiences and on work in previous key stages
- Develop a deeper understanding of what an active citizen is, and how they can become one
- Become informed, critical and responsible citizens, aware of their duties and rights
- Develop key life skills

In light of changes to the National Curriculum (September 2013) the non-statutory guidance is as follows:

- All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

Procedures

PSHE is embedded within all areas of the curriculum. In Key Stage 1 and 2, we teach explicit PSHE lessons through the 'Cornerstones' Curriculum – using the PSHE program of studies as learning objectives and essential skills as success criteria.

PSHE is a 'Prime Area' in the Early Years curriculum where it is taught implicitly throughout every lesson. Circle time activities are used in addition to this to ensure the 3 main strands are covered; Self-confidence and self-awareness; managing feelings and behaviour and making relationships'. The teaching and learning of PSHE is developed across the Key Stages through 4 main strands:

- Developing confidence and responsibility
- Citizenship
- Developing a healthier lifestyle
- Developing good relationships and respecting differences

Throughout the teaching and learning of PSHE and C, we aim to embody an active learning approach. Children are encouraged to share their knowledge and experiences with each other, explore attitudes and values and support each other in their learning.

The teaching and learning of PSHE will be provided through a combination of:

- Designated PSHE and C time in the form of Priestley Parliament and PSHE and C lessons.
- Use of the Life Education Bus
- Running of the Healthy Tuck Shop and First Aid monitors (implemented through Healthy Schools + project)
- Through other subject areas as part of the Cornerstones Curriculum
- Themed Weeks, Visitors, School Trips

Performance

The programme will be monitored through audits and assessment of coverage and will be adapted to meet any Government changes as they occur. Teachers and pupils will be involved in reviewing the quality and relevance of the programme.

Book and Planning Scrutinies take place on a bi-termly basis and feedback is provided to teachers. This feeds into the MER cycle and individual Performance Management.

The results of the process of Monitoring, Assessment and Evaluation will be used to improve the quality of the PSHE and C programme.

We accept that the nature of PSHE and C sessions will involve the teaching/learning of more sensitive issues. The school confidentiality policy and procedures for child protection issues will be followed. The training needs of staff will be identified and suitable sessions arranged. Resources will be selected, regularly reviewed, and kept.

PRIESTLEY PRIMARY SCHOOL

SEX & RELATIONSHIPS POLICY

Reviewed Spring 2016



Philosophy

Sex and Relationship Education (SRE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (Sex Education Forum 1999). SRE in schools contributes towards the reduction of teenage pregnancies. It enables pupils to build self-esteem and make positive health choices. The aim of SRE at Priestley School is to help support pupils through their physical, emotional and moral development. The programme is firmly embedded within the PSHE and C curriculum.

Principles

Our SRE Programme aims to:

- Adopt a whole school approach to sex and relationships education in the curriculum
- Equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle
- To ensure that all children develop confidence in talking, listening and thinking about feelings and relationships and develop their self-esteem and sense of responsibility
- To ensure all children are able to name the parts of the body and describe how their bodies work
- To ensure that all children are prepared for puberty
- To enable pupils to recognise the physical, social and emotional implications of sexual behaviour and to recognise that responsibilities in relationships are shared by every individual.
- To ensure all children can protect themselves and ask for help and support

Issues of religion, cultural differences and ethnicity will be dealt with sensitively. Vulnerable pupils will have their specific needs addressed by a comprehensive curriculum. The SRE Programme at Priestley School has three main elements:

- Knowledge and understanding (physiology).
- Personal and social skills (self esteem and assertiveness skills).
- Attitudes and values (cultural, beliefs and respect for others).

Procedures

SRE at Priestley is delivered as a 'Spiral Curriculum', relevant to age, experience and maturity of pupils. In FS2, SRE is taught through the Cornerstones Curriculum. Throughout Key Stage 1 SRE is taught through the Science Curriculum and PSHE (both of which are taken from Cornerstones)

Our main resource used for the teaching and learning of SRE in KS2 is 'Living and Growing' by Channel 4, as recommended by the Wiltshire LEA Health Team.

As part of the PSHE/C curriculum a sex and education module is delivered to all Year 5/6 students to ensure clear consolidation of previous learning. This unit of work is delivered by a specialist team of

outside agencies.

Sex and relationships education and health education have been shown to be more effective when active learning techniques are used. For example, small group discussions, quizzes, role play and a variety of structured activities involve pupils in their own learning and enable them to explore their own and others' values and to develop communication skills.

Use of such methodologies allow children and young people to practice their skills, use their knowledge and understanding, explore contrasting views and make positive choices in life.

Where matters of SRE arise in other areas of the curriculum, sessions will be structured within the SRE policy guidelines, and will remain within the context of that particular curriculum area. Pupils will be encouraged to seek additional support from the school nurse/appropriate adults.

Sensitive issues will be discussed in staff meetings (as appropriate) to provide ways to support staff delivering the SRE curriculum.

Performance

- Staff are responsible for the monitoring and evaluation of practice through appropriate recording and reporting systems.
- The PSHE co-ordinator is responsible for considering issues raised by any evaluation procedures and will action specific issues raised.
- Evaluation of the new SRE Programme will include pupil feedback
- The policy will be reviewed annually.

PRIESTLEY PRIMARY SCHOOL

DRUGS EDUCATION POLICY

Reviewed Spring 2016



Philosophy

"... the age at which children are beginning to experiment with drugs such as alcohol, tobacco, volatile substances (solvents) and cannabis appears to be falling. Drugs are widely available and used in our society."

Tacade (reg.charity)

Principles

At Priestley, our aim is to help all pupils to be able to take their place safely in a world where a wide range of drugs exists. We recognise that some drugs can have beneficial effects, but also that every drug has potential harm. For this reason, all drugs need appropriate and responsible care and management. In order to be able to make informed choices, staff and pupils need to understand the nature of drugs, their social and legal status, their uses and effects.

Drug education in our school aims to enable pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use and developing and practicing decision making skills. The programme we follow will be based on national and local guidelines for good practice and be appropriate to the age and experience of our pupils.

- To support the school's endeavour to maintain the safety and well-being of all pupils, staff and visitors
- To clarify legal responsibilities, entitlements and obligations
- To support all the members of the school community by providing clear guidance and procedures on drug related issues to ensure clarity and consistency
- To develop a whole school approach to drug education in the context of the school curriculum

External Guidance.

In all our planning and responses to drug issues we take careful account of LEA and national guidance and endeavour to:

- Support the school's endeavour to maintain the safety and well-being of all pupils and staff.
- Support all members of the school community by providing clear guidance and procedures on drug related issues.
- Link drug education to the other policies in force in the school.
- Bring clarity and consistency to the way all staff approach the subject of drugs.
- Provide effective management of any drugs on the school premises.
- Give appropriate attention to all drugs: legal drugs, medicines, solvents, socially disapproved and

illegal drugs

- Set down the basis for a planned drug education programme in accordance with LEA and national guidance.

Procedures

We target the teaching and learning for Drug Education through the visit from the Life Education Centre on an annual basis. It is also taught through the Programme of Studies for PSHE and Science in the Cornerstones Curriculum.

Throughout our teaching and learning of Drugs Education we endeavour to ensure all children leave our school being able to:

- Discriminate between categories of drugs and identify both the differences and similarities between them.
- Acquire and practice appropriate skills
- Consider and explore the attitudes and values they hold as well as those held by others
- Consider the social, health and legal issues raised by drug use
- Gain confidence and support to be able to cope with situations where drugs are on offer
- Believe they are unique, valuable and irreplaceable
- Believe in their own morality
- Develop sufficient knowledge, understanding and skills to be able to preserve their own safety.
- Know the boundaries set by parents/carers, school and the law
- Know where they can get help.

A. We ensure that the children know the school rule that all drugs and medicines need to be managed at school by adults, and can only be brought on to school premises with an adult's knowledge and approval. As the children progress through the school, they are made aware of the relevant laws and controls that society places on the supply and use of drugs.

B. We try to access the needs of the pupils by working on activities that demonstrate experiences, concerns and questions. We use information from such enquiries to help us determine starting points and prioritise the content of drug education.

C. Every class in the school generates its own ground rules to support feelings of safety and security and to promote open expression of views and feelings. These include the right to pass and the right to be listened to, and are reviewed for the effectiveness within the class required.

D. We deal with the subject of drug through a planned programme and also in response to opportunities as they arise in the classroom. We revisit issues as the pupils' awareness, readiness and experience grow with this time, to build on previous learning.

E. The content of drug education is based on guidance in the DfEE booklet Drug Education Curriculum Guidance for Schools. It is also based on the new PSHE National Curriculum.

F. We try to balance didactic input and written work with active learning methods to ensure pupil participation in all PSHE. Methods and teaching strategies include active learning techniques such as drama, discussion, and small group work.

G. Our pupils are helped to understand clearly that particular decisions about behaviour may lead inevitably to certain consequences. A range of situations, and the pupils' own experiences, are used to illustrate this. This links with the PSHE policy.

H. Teachers ensure that the ideas of 'risk', 'danger', and 'harm' are explored progressively through the school so that pupils understand the differences between taking risks and courting danger. This is taught in the clear context of the emphasis we place upon pupil safety and personal responsibility.

I. Our drug education programme encourages the development of skills and the exploration of attitudes

and values as well as ensuring that the drug information provided is accurate and relevant. We are supported in this work by a variety of groups.

J. We aim to monitor and record the drug education work done in each class, and the progress the pupils demonstrate in terms of knowledge, skills and changing attitudes. This will help us review progress and evaluate the effectiveness of our work.

Performance

- Staff are responsible for the monitoring and evaluation of practice through appropriate recording and reporting systems.
- The PSHE co-ordinator is responsible for considering issues raised by any evaluation procedures and will action specific issues raised.
- Evaluation will include pupil feedback (LEC feedback form)
- The policy will be reviewed tri-annually