



**The Park Federation Academy Trust  
Western House Academy**

**Personal, Health and Social Education Policy**  
(Including Sex and Relationships Education and Drugs Education)

## Approval

<b>Signed by CEO and Federation Principal on behalf of the Board of Directors</b>	Dr. Martin Young
<b>Date of approval</b>	September 2015
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# **Western House Academy Personal, Social and Health Education Policy** (Including Sex and Relationships Education Policy and Drugs Education Policy)

## **Rationale:**

At Western House Academy (WHA) we value Personal, Social and Health Education (PSHE). It makes increasingly important contributions to all aspects of life and is a cornerstone of our school ethos.

## **Main Aims**

- To promote a positive sense of self-worth, develop high self-esteem and develop the confidence to be self-critical.
- To promote and develop good, effective and constructive relationships with others.
- To promote and develop an understanding of differences and to celebrate those differences.
- To develop skills and sensitivity to resolve conflict and to see things from another's viewpoint.
- To provide opportunities to share and explore emotions, develop an understanding of those emotions and to develop effective strategies in order to deal with negative emotions and difficult life situations.
- To equip pupils with knowledge about the world we live in.
- To develop skills and positive attitudes towards learning and take responsibility for it.
- To encourage reflection about beliefs, choices and values.
- To promote a healthy, safe lifestyle.
- To offer the opportunity for all children to contribute to our learning community and to value every child's contribution.

## **Key Skills – PSHE helps pupils to**

- Acquire knowledge and understanding of themselves and others.
- Develop skills for living.
- Understand and manage their emotions.
- Become morally and socially responsible.
- Develop and maintain a range of roles and relationships.
- Value themselves and others.
- Contribute to their community.
- Appreciate and celebrate difference and diversity.
- Participate effectively in our democracy.
- Safeguard the environment.
- Make the most of their potential.

## **Teaching and Learning**

PSHE is taught by class teachers to groups of mixed ability and gender. There is an emphasis on creating a safe environment and developing the relationship between the children and the class teacher in order to facilitate constructive discussion and foster understanding and respect.

PSHE forms part of our assembly timetable where new topics are introduced to the children allowing related work to be undertaken within the classroom. We use SEALS materials to support our teaching and learning at Western House Academy.

PHSE is taught as a discrete subject. It is also used in almost every other subject implicitly or explicitly and is threaded through our curriculum; for example, in the expression of emotion through dance or drama, or understanding the motivation behind works of art, or learning how to deal with conflict in PE.

### **Assessment and Recording**

Formative assessment is used to guide the progress of individual pupils in PSHE. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what, therefore, should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. This information is used when reporting to parents at the end of each academic year.

### **Inclusion**

WHA is committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

At WHA, pupils with SEN are fully integrated into all the activities that are offered in PSHE through appropriate differentiated planning and lesson delivery. Additional teaching assistant support is allocated to children experiencing difficulties or who may need a little more time, according to their level of need. Staff should be familiar with aspects of the school's policy on pupils with SEN, which are of particular relevance to PSHE. For some pupils, individual teaching may be more appropriate.

### **Parent and Community Involvement**

We welcome support from the School Nurse at various points during the year, in addition to other professionals who may offer to teach the children alongside the class teacher. We aim to keep our parents fully informed of our policies and topic areas for teaching in PSHE and welcome parents to preview materials that we may be using, for example, DVD to support work in Sex and Relationships Education in Year 6.

### **Specific Issues within PHSE**

#### ***Confidentiality***

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, then the appropriate steps will be taken to ensure the child's safety. (See Child Protection Policy).

#### ***Controversial and Sensitive Issues***

Staff are aware that views around some PSHE related issues are varied. Whilst all personal views are respected, all PSHE topics will be taught without bias. Topics are presented using a variety of views and beliefs so pupils are encouraged to form their own ideas and opinions, but also respect that others may have different views from them.

## Appendix 1

### Sex and Relationships Education

#### **Rationale**

We try to ensure that children are able to develop a healthy attitude towards sexual matters by giving information and providing opportunities for discussion in appropriate contexts and at suitable times throughout the child's primary school life. We aim to deliver strong messages of respect for ones' self and others and all sexual matters are discussed within the context of a long term, loving and caring relationship with recognition that relationships take many forms and that we should ensure that children do not feel any pressure to conform to a particular type.

#### **The Science Programme**

The human body and its functions will be taught throughout both key stages with the human reproduction system taught in Year 6. This covers how the body works and the functions of various parts of it.

#### **The PSHE Programme**

In addition to those areas of sexual matters included in the Science National Curriculum, we teach three main areas of sex education:

- Relationships.
- Health, hygiene and safety.
- Physical change and development.

All three are integrated into topic work throughout a pupil's time in the school, with physical change and development particularly addressed in Years 5 and 6, linked to science work. At all times children are taught appropriately in consideration of their age and maturity. We think it is important that school and home work together and that all adults concerned respond to the changing needs and experiences of the children.

In Year 5 we teach the pupils about body changes during puberty and associated hygiene needs.

In Year 6, towards the end of the summer term, pupils view a DVD which helps them to discuss aspects of male and female development, sex and relationships and how babies are conceived and born. Parents will be offered the chance to view and discuss all DVD material before these units are taught in Year 6.

The development of self-esteem, assertiveness and personal safety skills are crucial. Our PSHE programme includes care for others, skill in communication, decision making, citizenship and being aware of responsibility. We believe children who are well informed, confident and positive are likely to learn effectively and feel secure.

We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

### **Contraception**

We will not include lessons on contraception in our SRE curriculum. However, we recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or misconceived) about contraception in discussion with adults or their peers. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the Designated Officer for Safeguarding, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the confidentiality policy, to involve the child's parents and, if necessary, other professionals.

### **Abortion**

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries.

### **STIs and HIV/Aids**

We will not teach directly about STIs or HIV/AIDS, however elements of our SRE and Science Curricula will prepare the ground for this explicit teaching later. We will discuss the different ways diseases might be spread and steps a child might take to reduce their spread. Some children will be aware of STIs or HIV/AIDS and may ask questions about it in relation to SRE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries.

## **Sex and Relationships Education: Scheme of Work**

### **Key stage one:**

Year one:

- If I were...- Development of self-awareness. Understanding and valuing difference and diversity.
- Differences – Development of self-confidence. Understanding and valuing difference and diversity.
- My personal qualities – Recognising personal qualities in yourself and others.
- My personal qualities – Recognising and valuing personal qualities in yourself and others.
- My perfect day – What makes me happy? Do I enjoy the same things as others or am I different?

- Who are the parents – How do parents take care of their young? Animals and humans.

Year two:

- Feelings – How do I feel when...? Recognising feelings in others.
- When am I at risk? – recognising situations of risk. What to do in a risky situation.
- Who will help me? – Asking for help. Stranger danger.
- Feeling good – When do I feel good? Why?
- A new baby – Adapting to change. The value and benefits of a new baby in the family.
- Good friends – What qualities make a good friend? Do I have them?

**Key stage two:**

Year three:

- What are we good at? – What are my strengths and weaknesses? Giving and receiving compliments.
- Needs and wants – Understanding the difference between needs and wants. Knowing that people have different needs and wants.
- Boys and girls – What are the differences between boys and girls? (Not anatomical at this stage). Respecting and valuing differences.
- It's good to be different – Building confidence. Respecting and valuing viewpoints.
- Comments that hurt – Understanding that some comments can hurt. Being happy with your appearance. Self-confidence building.
- Influence and persuasion – Making decisions for myself. How can others influence me? Peer pressure.

Year four:

- Friends – What is a good friend? How do I make and keep friends?
- When I feel unhappy – Recognising distress and dealing with my feelings. Who can help?
- One step at a time – Difficult times. Positive attitudes towards change.
- Keeping me safe – Importance of keeping safe. Respecting and valuing personal space.
- Reading feelings – How do people show their feelings?
- Good times – Celebration of events and events. The importance of belonging.

Year five:

- Growing up – Changes since birth (non-physical). What are the implications of growing up?
- Changing feelings – Identifying positive and negative feelings. Coping with negative feelings.
- Boys and girls – Different perspectives. Friendships.
- Feelings about my body – Valuing ourselves and our differences. Respecting our bodies and taking care of them.
- Puberty – Changes in the body.
- Hygiene – Keeping clean and fresh during puberty.
- Periods and products – Year 5 girls.
- What do I want? – Planning ahead. Taking responsibility for my future.

- Attractions – What are they? Building relationships not based on physical attributes.
- Why have babies? Understanding choices.
- Babies and responsibility – Who is responsible? What are the difficulties in bringing up children?
- Who can I trust? – How do I know who I can trust?
- Dealing with change – Adjusting and coping with changes. Who can help?
- Family – Celebrating difference and diversity.

This unit of work will finish with 'Living and Growing' DVD (Unit one, programme 1,2 and 3) with accompanied activities and worksheets. Children will be encouraged to take this work home at the end of the unit to allow parents to discuss work at school with a view to further supporting the child's understanding of sex and relationships.

Year six:

Week one: **CHANGES**

Exploring the physical and emotional changes that take place at the onset of puberty, and how we feel about ourselves. It considers some of the changes that are outside our control, and the choices we face in others over which we can have increasing control as we grow up. It reaffirms that puberty is a normal and natural process.

Week two: **HOW BABIES ARE MADE**

Examining the whole process of life cycles and reproduction, rites of passage, friendships and feelings. It emphasises the importance of loving, caring relationships between couples and the values of the family and relationships within it.

Week three: **HOW BABIES ARE BORN**

Reviewing relationships and feelings and investigating roles and responsibilities. It focuses on the development of the baby in the womb, the needs of the baby and the mother before the birth and the inheritance of physical characteristics.

Week four: **GIRL TALK**

Reviewing the physical and emotional changes that take place for girls at the onset of puberty. It deals with the information not only from the point of view of girls but also in terms of what boys need to know. Menstruation is discussed and common problems faced by girls are given careful consideration.

Week five: **BOY TALK**

Reviewing the physical and emotional changes that take place for boys at the onset of puberty. It deals with the information not only from the point of view of boys but also in terms of what girls need to know. Problems commonly faced by boys are given careful consideration.

Week six: **LET'S TALK ABOUT SEX**

Examining the development of relationships, the images of sex created by the media and popular culture, and marriage. Conception is explored along with stereotypical attitudes towards sex and relationships.

This unit of work will be taught using 'Living and Growing' DVD (Units 2 and 3 programmes 4, 5,6,7,8 and 9) with accompanied activities and worksheets. Children will be encouraged to take this work home at the end of the unit to allow parents to discuss work at school with a view to further supporting the child's understanding of sex and relationships.

**All teaching of sex and relationships education will be taught in the context of a loving and caring partnership.**

Parents or carers may withdraw their children from specific sex education lessons that fall outside the Science National Curriculum requirements. They will be informed of such lessons in advance and are welcome to borrow the resources used by the school (typically DVDs and worksheets) for home use.

## Appendix 2 Drugs Education

### **Introduction**

This policy outlines the aims for the teaching of, and learning about, drugs and their misuse.

### **The Definition of a Drug**

The term drug is used to refer to any psychotropic. When addressing drug education and the management of incidents and situations involving drugs (including the management of medicines), school drugs policies are recommended to encompass all drugs, which include:

- Volatile substances e.g. petrol, alkyl nitrites, butane and aerosols, which may be sniffed.
- Over-the-counter and prescription medicines e.g. paracetamol, cough medicines, antibiotics, tranquillisers and steroids.
- Alcohol e.g. wines, spirits and liquors.
- Tobacco e.g. cigarettes and cigars.
- Illegal drugs e.g. opium, cannabis, heroin, LSD and ecstasy.

### **Aims**

The school believes that drugs education is most successfully delivered as part of a personal, social and health education curriculum. A drug education programme using fear, arousal techniques or simply providing basic information about drug abuse, will not alone change pupils' behaviour. The most successful education programmes emphasise information and social skills approaches, such as peer resistance and encourage improvement in self-esteem and self-awareness.

### ***The school, therefore, aims in its drug education programme to:***

- Promote and encourage life skills, particularly those related to healthy living.
- Employ a range of teaching methods, such as feedback, role-playing and skill rehearsal, discussion and group work, structured games, active learning techniques and the use of outside speakers, in addition to information and knowledge programmes; thereby avoiding fear-raising tactics.

- Build upon previously learned knowledge, acquired formally, picked up in the playground and gained at home.
- Address the pupils' needs at each stage of their development taking account of their background and environment.
- Involve parents as and when appropriate in our drugs education programme having regard for parents who take drugs other than on medical prescription or advice.
- Promote self-esteem and help children to make decisions about their health and development.

***Effective drug education enables pupils to:***

- Improve their self-esteem and confidence.
- Make informed choices and decisions.
- Develop personal initiative and be able to take responsibility for their own actions.
- Recognise personal skills and qualities in themselves and others for coping with external and/or peer group pressures.
- Develop assertiveness in appropriate situations.
- Maintain and develop good friendships and relations with adults, including parents and carers.
- Develop the motivation to succeed personally and in the community.

**Organisation and Planning**

The statutory element of drug education is within the National Curriculum Science Orders. This means that at Key Stage 1 pupils should be taught about the role of drugs as medicines. At Key Stage 2 pupils should be taught about the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health.

Whilst primary schools may have few experiences of illegal drug-related incidents occurring on school premises, they should be prepared, as a school, for any eventuality. This school has a three-step approach to handling all incidents whether involving illegal, or more likely, legal substances, including solvents. This involves discussing the case with staff most closely involved with the child, telling the parents, and then instituting a support programme, involving the police as appropriate. In exceptional circumstances permanent exclusion may be the final outcome.

**Key Stage 1:**

Knowledge and understanding:

- School rules relating to medicines.
- Basic information about how the body works and ways of taking care of it.

Looking after the body:

- The role of medicines, both prescribed and over-the-counter, in promoting health and the reasons people use them.
- Understanding that all drugs can be harmful if not used properly.
- Simple safety rules about medicines and other substances used in the home, including solvents.
- Consideration of alcohol and tobacco, their general effects on the body and on behaviour.
- People who are involved with medicines, such as health professionals, pharmacists, shopkeepers.
- People who can help children when they have questions or concerns.

#### Skills:

- Communicating feelings such as concerns about illness and taking medicines.
- Following simple safety instructions.
- When and how to get help from adults.

#### Attitudes:

- Valuing one's body and recognising its uniqueness.
- Attitudes towards medicines, health professionals and hospitals.
- Attitudes towards the use of alcohol and cigarettes.
- Responses to media and advertising presentations about medicines, alcohol and smoking.

### **Key Stage 2:**

#### Knowledge and understanding:

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs.

#### Looking after the body:

- More detailed information about the body, how it works and how to take care of it.
- Different types of medicines, both prescribed and over-the-counter, legal and illegal drugs – including their form, their effects and their associated risks.
- Introduction to the law relating to the use of legal and illegal drugs.
- People who can help children when they have questions or concerns.
- Dangers from handling discarded syringes and needles.

#### Skills:

- Identifying risks and coping with peer influences.
- Communicating with adults (non-judgemental).
- Decision-making and assertiveness in situations relating to drug use.
- Giving and getting help to other pupils and from adults.
- Safety procedures when using medicines.

#### Attitudes:

- Valuing oneself and other people.
- Attitudes and beliefs about different drugs and people who may use or misuse them.
- Responses to media and advertising presentations of alcohol, tobacco and other legal drugs.
- Taking responsibility for one's own safety and behaviour.

Pupils' breadth of opportunity will be increased by being taught the knowledge, skills and understanding to:

- Participate e.g. in the school's decision making processes.
- Make real choices and decisions e.g. about issues affecting their health and well-being such as smoking.
- Meet and talk with people e.g. people who work in the school and neighbourhood, such as community police officers.
- Consider social and moral dilemmas that they come across in life.
- Find information and advice e.g. through help lines.

### **Assessment**

Gathering of information about how pupils are progressing in this area of work will largely be done through informal observation, although some marking of work and formal observation will be involved for the science part of the National Curriculum.

### **Equal Opportunities**

All children have the right to equal opportunities in Drugs Education, regardless of their background, race, gender or intellectual ability. The school is aware of the need to promote a positive image of Drugs Education to both girls and boys. All resources are checked to ensure that this Equal Opportunity Policy is reflected in materials available to children.

### **Drugs Education and Children with Special Educational Needs**

When teaching Drugs Education, it is essential to provide appropriate learning experiences for the full range of pupils. Children who are experiencing difficulties with, for example, language and mathematical skills or social/emotional and physical problems, may experience a variety of difficulties with Drugs Education activities.

Drugs Education teaching requires careful planning and sensitivity. For pupils with learning difficulties it is helpful to repeat activities in a range of new situations as they may find it difficult to transfer what they have learnt.

### **Guidelines on the use of resources**

- Where worksheets are used, text should be kept to a minimum.
- Pictorial rather than written cues should be used.
- Work should be standardised, with the gradual introduction of new instructions and vocabulary.
- There should not be too much information given at any one time.

### **Home School Links**

The governors, Principal and staff believe that good communication between home and school is essential in order to exchange information about our children. Parents are kept informed about curriculum topics including Drugs Education and invited to discuss any concerns that they may have.

### **Drugs Education: Scheme of Work**

#### **Foundation Stage:**

- Medicines – What are they? Why do we need them?
- What goes onto my body? – What is safe and what is not safe.
- What goes into my body? – What is safe and what is not safe.
- Inside my body – What is inside my body?
- Keeping safe – How to keep safe.

#### **Key stage one:**

##### **Year one:**

- Medicines – Where are medicines kept? Adult help to take medicine.

- Deciding for myself – Dealing with persuasion and influence.
- Feeling ill – What do I do when I feel ill.
- Feeling better – How I can make myself feel better.
- Keeping Healthy – What do I need to keep healthy?
- Keeping safe – Who helps me to stay safe?

Year two:

- Risks – What are risks?
- Keeping safe – How to react safely in dangerous situations.
- More risks – Understanding taking risks.
- What goes into my body - What is safe and what is not safe.
- What goes into my body? – What is safe and what is not safe.
- Keeping Healthy – What do I need to keep healthy?
- Injections – What is the purpose of an injection?
- More about injections – Who can give me an injection?
- Getting better – Who can help me get better when I am ill? What helps me get better?

### Key stage two:

Year three:

- Does tobacco advertising tempt us to buy? – How advertising impacts on us.
- Making choices about smoking – Understanding about choice. What are the health risks associated with smoking?
- What people think about smoking – Having a smoke free school.
- Keeping safe – Danger awareness. Minimising risk.

Year four:

- Asserting myself – Respecting viewpoints. Letting others know how I feel.
- Alcohol – Damaging effects of alcohol.
- Shall I say NO? – Making decisions about alcohol. Overcoming peer pressure.
- Addiction – Implications of alcohol addiction.
- Future choices – Making informed choices.
- Making decisions for myself – Time and thought.

Year five:

- Drugs – Making considered decisions.
- **Drugs – Illegal drugs and the law (it is advised that this lesson is delivered with our community police officer).**
- Health and the transmission of disease – How are diseases and viruses transmitted?
- New challenges – Facing change.
- Duties and responsibilities – Expectations and following rules.

Year six:

- People who take illegal drugs – Not judging a person on his or her appearance. Trust.
- About the media and advertising – Development of skills to make informed choices. What impact does advertising have on perceptions about drugs?

- Illegal drugs – What are illegal drugs? Why are they dangerous? The role of the police.
- Building confidence – What am I good at? Celebrating achievement and developing self-esteem.
- 'Talk to Frank' – Literature, discussion and summary.