



## **ROBERT BLAIR PRIMARY SCHOOL PSHEEC and SRE Policy**

**Incorporating Sex and Relationships Education (SRE) Policy  
and Drugs, Alcohol and Tobacco Education Policy**

Date	Approved by	Review Frequency	Review Date
22/11/18	Headteacher	3 years	November 2021

### **1. OUR AIMS**

**At Robert Blair Primary School we aim to:**

- Create an inclusive learning environment that values every child's strengths and supports every child's individual learning needs, so that all children have equality of access to the whole curriculum
- Encourage the development of the key skills of curiosity, creativity, motivation and independence and teach the key skills of literacy and numeracy, so that we enable all children to reach their full potential by laying firm foundations for a lifetime of learning,

- Demonstrate our values of confidence, care, courtesy and consideration in every area of school life, so that we promote the highest standards of achievement, emotional intelligence and behaviour in everything we do
- Teach key life and social skills and foster an atmosphere of respect for all individuals and the strength that flows from diversity as well as the value of being members of a school community, so that our children recognise and welcome the rights and responsibilities of citizenship
- Develop and maintain strong links between school, home, Governing Body and the wider community, so that we all support the achievement of our children

PSHEEC helps to give children the skills, knowledge and understanding they need to live confident, healthy, independent lives and become active, informed and responsible citizens.

**Through PSHEEC we aim to**

- promote healthy lifestyles and choices for the whole school community

- give children knowledge, skills and experience to enable them to lead a healthy lifestyle
- enable children to make informed choices and to protect themselves from risks or illness and to know what help may available and how to access it
- understand the physical and emotional changes they will go through during puberty
- enable children to be confident in their relationships, develop social skills, responsibility and self-esteem, to care for themselves, others and the environment
- address stereotypes and value and respect different types of relationships

## **2. TEACHING AND LEARNING IN PSHEEC**

The Islington PSHEEC programme provides very helpful information and support for teachers and other adults with learning intentions and outcomes, recommended resources and ideas for planning (see programme in staff drive)

At Robert Blair Primary School PSHEEC will usually be taught as part of a cross curricular project though some discrete teaching will take place as well, for example, some aspects of Sex and Relationships Education.

We expect that PSHEEC will be taught for about 40 minutes each week. This may include circle time, but this should not be seen as the only vehicle through which PSHEEC is taught. Time may be saved up and blocked. This may be more appropriate when teaching a DATE or SRE strand for example.

PSHEEC may also be explored through a range of class and whole school activities including

- Assemblies
- School rules
- School council
- After-school clubs
- Healthy Schools activities
- Charity events and collections
- Awareness raising national/world days or weeks
- Arts projects
- Drama activities
- Displays in classrooms and around school
- Black History Month
- Educational visits
- Residential school journeys
- Transition projects

### **3. SEX AND RELATIONSHIPS EDUCATION (SRE)**

In partnership with parents/carers, adults at Robert Blair Primary School play a crucial role in preparing children for the emotional and physical changes that will take place in their bodies through puberty and beyond. It is vital that children receive effective sex and relationship education before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misconceptions at an early stage. For this reason we include teaching about HIV/AIDS and contraception in Year 6.

With this in mind we aim to enable children to:

- Explore their own and other people's attitudes and values
- Develop and practise personal and social skills
- Increase their knowledge and understanding of the physical and emotional changes they will go through during puberty
- Give children strategies to deal with peer group pressure.

In addition, we aim to support parents and carers in addressing these issues with their children at home.

Teaching of SRE will normally take place as a whole class led by the class teacher. Occasionally boys and girls may be divided, so that, for example, girls may have a more in-depth discussion about menstruation.

We always aim to answer children's questions and concerns sensitively and honestly as they arise.

Teaching of SRE is taught across year groups in accordance with the Islington programme. SRE fits naturally with in the PSHEEC framework and within our cross-curricular projects and this helps to ensure that SRE is taught within the wider context of relationships. SRE sessions are taught using videos and DVDs, activities from a range of published teaching resources, discussions and through visiting speakers (e.g. the school nurse, members of the Camden and Islington Sexual Health Education Team).

#### **Involving/informing parents and carers**

Parents/carers are always informed before this work begins so that they may talk to their children beforehand and/or follow up when the lesson(s) have taken place. From time to time, the school organises meetings for parents to discuss SRE and review materials used in the teaching and learning of SRE. Parents are encouraged to discuss any concerns they may have with the class teacher, PSHEEC Co-ordinator or Headteacher.

Parents/carers have the right to withdraw their children from all or part of a school's SRE programme, except those parts covered by the statutory national curriculum. Nevertheless, we would actively discourage any parents/carers from withdrawing their children from these sessions. If they insist, then their child will be sent with alternative work to another class for the duration of the session. However, parents/carers minds are often put at rest once they are clear what the content of the session will be.

## **Teachers cannot**

- Give personal advice or counselling on sexual matters to a child (individually or in a group) if the parents/carers have withdrawn that child from SRE
- Give personal contraceptive advice to a child without parents/carers' consent.
- Advocate any one life style or orientation as the acceptable 'norm' for society.

## **Teachers can**

- Provide pupils with education and factual information about where and from whom they can receive confidential advice or treatment (e.g. the school nurse, GP etc.) See below.

## **Dealing with explicit questions**

At Robert Blair Primary School we aim to develop a safe environment where children have the confidence to ask for help or support. The 'questions in a box' method may sometimes be employed to give children an opportunity to ask questions anonymously. When answering these questions adults need to ensure that the questions are carefully screened beforehand and thoughtfully answered. It is important to answer any questions honestly and accurately, while being sensitive to the level of detail the children need to know at their current stage of development. The teacher may deem it appropriate to discuss the child's concerns/questions with a parent/carer before deciding how best to answer it or deal with it.

## **Lesbian, Gay, Bi-sexual and Transgender (LGBT) issues**

It is inevitable and natural that homosexuality will be discussed during a programme of SRE. Teaching about homosexuality should not be avoided, but should be discussed in an age-appropriate way. One of the many advantages of exploring LGBT issues is the opportunity to correct misconceptions and false assumptions and address prejudice.

## **4. DRUGS, ALCOHOL AND TOBACCO EDUCATION**

This policy reflects DfE guidance. It also accords with advice in the Healthy Schools Programme and guidance from the LA.

Our Policy aims to:-

- clarify the school's approach to drugs, for staff, pupils, governors, parents or carers, and to clarify the legal requirements and responsibilities;
- give guidance to staff on the school's drugs education programme;
- safeguard the health and safety of pupils and staff in our school;
- enable staff to manage drug-related incidents properly.

## **Terminology**

The term 'drugs' is used throughout this policy to refer to *all* drugs:

- all *illegal* drugs (those controlled by the Misuse of Drugs Act, 1971);
- all *legal* drugs, including alcohol and tobacco, and also volatile substances (those giving off a gas or vapour which can be inhaled);
- all medicines, whether over-the-counter or on prescription.

**At Robert Blair Primary School we believe that the presence of unauthorised drugs in our school is not acceptable.**

We want our school to be a safe place for us all to work, and the presence of unauthorised drugs represents a threat to our health and safety.

### **Responsibilities**

The headteacher and Topic co-ordinator will:

- ensure that staff and parents are informed about this drugs policy;
- ensure that the policy is implemented effectively;
- manage any drug-related incidents;
- ensure that staff are given sufficient training, so that they can teach effectively about drugs, and handle any difficult issues with sensitivity;
- liaise with external agencies regarding the school drugs education programme;
- monitor the policy and report to governors, when requested, on the effectiveness of the policy.
- maintain confidentiality whenever possible within legal parameters.

The governing body will:

- support the head teacher in following these guidelines;
- support the head teacher in any case conferences, or in appeals against exclusions, related to drugs.

### **Objectives of drugs education**

Drugs education should enable pupils to develop their knowledge, attitudes and understanding about drugs, and to appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. It should:

- build on knowledge and understanding;
- provide accurate information, and clear up misunderstandings;
- explore attitudes and values, and examine the risks and consequences of actions relating to drugs;
- develop pupils' interpersonal skills, their understanding of rules and laws, and their self-awareness and self-esteem;
- ensure that all children are taught about drugs in a consistent manner, following guidelines that have been agreed by parents, governors and staff.

### **Drugs education**

We regard drugs education as a whole-school issue, and we believe that opportunities to teach about the importance of a healthy lifestyle occur naturally throughout our cross curricular projects, but especially in Science, PSHEEC, RE and PE. There are also opportunities to discuss issues in circle time.

Teaching of SRE is taught across year groups in accordance with the Islington programme.

We acknowledge that by the time pupils are in Year 6, some of them may have had some experiences with drugs already, so we must help to equip pupils to handle risky situations, before they actually meet them.

Drugs education takes place during normal lesson time. Sometimes a class teacher will seek support from a theatre company or another health professional. The resources and materials that we use are recommended either by the Health Authority or by the LA. Lessons that focus on drugs education form part of a sequence of lessons that are designed to promote a healthy lifestyle.

### **Drugs at school**

**(Also see Health & Safety Policy and Medicines in Schools Policy)**

Long term medication must only be kept and administered in school with parents' written permission, e.g. ritolin, asthma pumps. (cf. DfEE 'Supporting Pupils with Medical Needs in School'). Short term prescriptive medication will not be administered in school without clear written instructions from parents. Medicines will usually be kept in the class medical cupboard with the child's care plan and administered by support staff or a designated TA. Parents may come into school and administer medication themselves.

Where children have medical needs, parents must give us details of the child's condition and medication. A care plan will be written by medical specialists working with the child and their parents/carers. Copies of care plans may be found in class medical cupboards and in additional copies are filed in the school office. Parents will bring the medication to school in a secure, labelled container. Records will be kept of all medication received and given. Emergency medication may be stored securely in the classroom (for anaphylaxis or asthma); other drugs will be stored securely in the school office.

Solvents and other hazardous chemicals must be stored securely, to prevent inappropriate access, or use by pupils. Teachers are cautious with older, solvent-based Tippex, with aerosols, with glues and with board-cleaning fluids.

Legal drugs are legitimately in school only when authorised by the head teacher. Alcohol to be consumed at community or parents' events will be stored securely beforehand. To sell alcohol we must be licensed under the Licensing (Occasional Permissions) Act, 1983. Occasionally, members of staff may consume limited amounts of alcoholic drinks in the staff room outside of school hours.

### **Our smoke-free policy**

Members of staff who smoke must keep their tobacco and matches or lighters secure and smoking is not allowed anywhere on the school site.

### **Managing drug-related incidents**

An incident involving unauthorised drugs in school is most likely to involve alcohol, tobacco or volatile substances, rather than illegal drugs.

The following procedures should be followed:

The first priority is safety and first aid, i.e. calling the emergency services and placing unconscious people in the recovery position. An intoxicated pupil does not represent a medical emergency, unless unconscious.

Pupils suspected of being intoxicated from inhaling a volatile substance will be kept calm; chasing can place intolerable strain on the heart, thus precipitating sudden death.

Any drug suspected of being illegal will be confiscated and stored securely, awaiting disposal; these precautions must be witnessed and recorded. Staff should not taste unknown or confiscated substances.

Legal but unauthorised drugs or medicines will also be confiscated, and will be returned to parents; the school may arrange for the safe disposal of volatile substances.

Where a pupil is suspected of concealing an unauthorised drug, staff are not permitted to carry out a personal search, but may search pupils' bags, trays etc. The head teacher will decide if the police need to be called or whether the school will manage the incident internally.

A full record will be made of any incident.

The head teacher will conduct an investigation into the nature and seriousness of any incident, in order to determine an appropriate response.

### **The role of parents**

The school is well aware that the primary role in children's drugs education lies with parents. We wish to build a positive and supporting relationship with the parents of our pupils, through mutual understanding, trust and cooperation.

To promote this objective we will:

- inform parents about the school PSHEEC policy;
- invite parents to view the materials used to teach drugs education in our school;
- answer any questions parents may have about the drugs education their child receives in school;
- take seriously any issue which parents raise with teachers or governors about this policy, or about arrangements for drugs education in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to drugs education, so that the parents can support the key messages being given to children at school.

Staff will not discharge a pupil to the care of an intoxicated parent, particularly when the parent intends driving the pupil home. Staff will suggest an alternative arrangement. The focus will be the pupil's welfare and safety. Where the behaviour of an intoxicated parent repeatedly places a child at risk, or the parent or carer

becomes abusive or violent, staff should consider whether the circumstances of the case are serious enough to invoke child protection procedures, and possibly the involvement of the police.

### **Responsibilities**

Confidentiality will be maintained only where possible within legal parameters, and cannot be promised to children in cases of disclosures about illegal drugs.

## **5. ASSESSING AND MONITORING PSHEEC**

Pupils need to be aware of their learning in PSHEEC. There are a variety of ways through which staff can assess children's understanding, knowledge and skills:

- Assessment for learning
- Learning walks
- Circle time
- Class or group discussion or debate
- A written task or worksheet
- Individual discussion with the child.

The monitoring of teaching and learning of PSHEEC will take place as part of the school's regular cycle of Monitoring and Self-evaluation. Monitoring will take place by the Topic co-ordinator and members of the Senior Management Team through

- Observations of teaching and learning
- Reading teachers' planning, online (including Topic)
- Looking at children's work. Termly samples and photographs of this, Mind maps, Knowledge harvest.
- Talking to children