“Give your heart to everything that is good.
Be a real family, warm-hearted in your care for one another.”
SAINT MARY'S CATHOLIC PRIMARY SCHOOL

PERSONAL, SOCIAL, AND HEALTH EDUCATION POLICY

'Give your heart to everything that is good.

Be a real family, warm-hearted in your care for

one another, thinking better of others than of yourselves.'

In hard times stand your ground; never forget to pray.

(St. Paul)

The school teaches the importance of love of God and neighbour, of personal awareness and self-esteem, with a view to the development of warm stable relationships with others. This needs to be understood by the children in the context of Catholic values and principles.

National developments reflect a growing recognition of the importance of the personal and social dimension of the whole curriculum.

Staff recognise that they play a crucial part in the development of the personal and social well being of their pupils, and that their contribution is merely the extension of the work started by pupils' first teachers, their parents.

Legislation Regarding Personal Social and Health Education Section 1(2) of the Education Reform Act 1988 requires all maintained schools to offer a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and

- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Future changes may include an increase in statutory provision, and the staff, governors and parents will work together to provide the very best preparation for each child to develop their personal, social, and health education.

PERSONAL AND SOCIAL EDUCATION (PSE)

'Refers to all the planned learning opportunities which a school provides to promote personal and social development through the curriculum as a whole. This includes opportunities provided by the core and foundation subjects of the National Curriculum and other subjects, including personal, social and health education courses; assemblies, tutorial programmes, circle time, ....trips, visit, extra-curricular activities, special projects and other events which enrich young people's experiences' NSCOPSE 1997

PERSONAL AND SOCIAL DEVELOPMENT (PSD)
'Is promoted through PSE and other aspects of school life which make up its ethos and should be reflected in the school's aims and values statements'. NSCOPSE 1997

**A DEFINITION OF PERSONAL, SOCIAL, AND HEALTH EDUCATION**

- this is developmental, beginning at birth, continuing throughout life.

- encompasses more than the simple transmission of knowledge about human biology (please see the Sex Education Policy); it includes work on physical, emotional, spiritual and social development.

- deals with issues of gender and the discussion and analysis of qualities, values, standards and morals, of individuals, and society, together with the acquisition of skills which will enable personal responsibility to be exercised.

- develops skills of choice, decision-making, assertiveness and communication.

- enhances the development of self-worth, self-esteem and confidence which foster respect for self and others.

PSH Education is that part of a pupil's learning which fulfils the aims set out below.

**THE AIMS OF PERSONAL, SOCIAL, AND HEALTH EDUCATION**

This aims:-

- to provide accurate and appropriate information.

- to develop self-esteem and a strong self identity.

- to develop respect for others.

- to explore and clarify attitudes and values.

- to enable the development of interpersonal skills.

- to enable the development of a moral perspective.

- to enable the pupil to recognise situations or substances that are potentially a threat to their health.

The development of self-esteem is central. Young people who feel positive about themselves are more likely to develop caring relationships and are less likely to exploit or be exploited by others.

The specific aims of a PSHE programme must be based on the needs of the children, and be compatible with the aims, objectives and ethos of Saint Mary's School, and in addition, with the wishes of the Governors, and Parents.
THE LOCATION OF PSHE IN THE CURRICULUM

Ideally in this Primary school, teaching about relationships should be integrated into the curriculum. The Science programme of study at KS1 and KS2 is usually used as a vehicle for PSHE, though the RE and History curriculum often present learning opportunities in this area.

Often aspects of PSHE arise spontaneously when children ask questions, and require careful, and sensitive replies according to the developmental stage of the pupil. Increasingly in Key Stage Two, separate topics can be taken as a unit, and explored. Issues such as bullying, vandalism, peer pressure, substance abuse, stealing, and so on, can be discussed in the relative safety of the classroom on a what-if basis.

P.S.H.E. A WHOLE SCHOOL POLICY

P.S.H.E. is taught through and in other subjects and curriculum areas. There are also specific P.S.H.E. and Citizenship activities that take place i.e. school trips in Year 5 and Year 6 which reflect the School's Mission Statement 'Be a real family ..... Some discrete curriculum time may be allocated to this area in the future.

Pupils in Key Stage 1 and 2 are given knowledge skills and understanding in:-

1) Developing confidence and responsibility and making the most of their choices.

2) Preparing to play an active role as a citizen.

3) Developing a healthy, safer lifestyle.

4) Developing good relationships and respecting differences between people.

P.S.H.E. and Citizenship is taught through:-

a) Religion Education, where all of the four areas are covered.

b) English where skills in enquiry and communication are taught and where stories illustrating aspects of personal and social development are 'analysed'.

c) Mathematics where aspects of financial capability are considered i.e. counting and sharing, minus numbers, rates of interest.

d) Science, drugs (including medicines), health, safety and the environment are covered.

e) Design Technology: Health and Safety, healthy eating, meeting people's needs and the use of technology.

f) IT, use of e-mail and internet to communicate.

g) History: Reasons for events, situations and changes, results of events, situations and changes, the diversity within societies e.t.c.
Geography: Topical issues such as pollution, building of motorways, land use, and comparison of our relatively affluent locality to less developed ones.

Art and Design: Art from different times and cultures.

Music: Using their ability in playing or singing to the best of their ability, music from different times and cultures, valuing how others express themselves.

P.E.: Development of team skills and individual skills, social skills, health and safety.

We are giving consideration to the 'political' literacy aspect of P.S.H.E. and Citizenship particularly target (g) in the Preparing to play an active role as citizens which states:-

Pupils should be taught what democracy is, and about the basic institutions that support it locally and nationally and have started to plan for this in Year 6 after the S.A.T.'s

The Governor for P.S.H.E. and Citizenship is:- Mrs S. McIvor

THE WAYS OF PROMOTING EFFECTIVE PERSONAL, SOCIAL AND HEALTH DEVELOPMENT

- by making use of the discipline policy, which in turn supports the inter-personal skills, good relationships, pupils' active participation in, and contribution to school life;

- by installing and maintaining systems which provide good listening structures, and offer support and guidance to pupils on personal, social and academic issues;

- by stating clearly the values of the school community;

- by building partnerships with parents/carers and others in the wider community.

- by providing co-ordinated programmes in the curriculum

Content and Teaching and Learning Methods

The content and the teaching and learning methods must be determined by the needs of the pupils. There are three elements in a PSHE programme:

Information Age-appropriate information, for issues in general, and in particular in accordance with School Policy on Sex Education.

Skills Communication and social skills to allow the development and maintenance of relationships, and making informed choices and decisions about situations and outside influences.

Attitudes, Values and Beliefs Opportunities for pupils to explore and clarify their own and other's values and attitudes and to consider how these affect behaviour. Allowing for development that is congruent with their gender, ethnicity, faith, sexuality and ability.
These planned learning experiences in the formal and informal curriculum should be co-ordinated, monitored and evaluated.

A PLANNED PSHE PROGRAMME WILL REQUIRE THE MAINTENANCE OF THESE ACTIVITIES

- the production and review of discipline policies, which are supported by the pupils themselves. These should support development of inter-personal skills, good relationships, pupils' active participation and contribution to, school life;

- identifying the skills necessary for appropriate behaviour, good relationships and responsibilities and planning to teach them within the curriculum;

- involving all staff and pupils in identifying pupils' personal and social needs in terms of knowledge, skills and support;

- including personal and social aspects of learning in the development of target setting systems;

- specific strategies developed for dealing with bullying;

- involve outside agencies, such as the police, and other positive role models, in the life of the school community.

PRACTICAL GUIDANCE

Dealing With Difficult Questions

Controversial Issues, or Sensitive Issues.

'For a variety of reasons, certain topics are deemed to be 'controversial' and/or 'sensitive'

Such topics may include HIV/AIDS, STD'S contraception, abortion, schoolgirl pregnancies, masturbation, sexual abuse , homosexuality, ethnicity and religion'


Whatever the topic, in attempting to deal with these questions, staff should remember the values we, as a caring Christian Community should be transmitting.

The options may include:

- to deal with the question in front of the whole class
- to discuss the issue with the pupil individually
- to defer answering and discuss the pupil's concerns with the parents to see how they would wish the matter to be dealt with
• to postpone answering until they have had a chance to consult with a colleague/s if they feel this is necessary.

• to answer sensitively, and honestly, and contact the parents, to inform them of the context in which the question arose, and the answer given: suggesting that they may like to follow this up.

**WARNING:** if a child makes a disclosure about a sensitive matter, or possible abuse, or asks a question which you may feel reflects experience of possible abuse, then please **DO NOT** phone the parents, but contact the Designated Teacher (at present C. Baker), or the Head. This is in accordance with County Guidelines, which the Diocese supports without reservation.

For Further Reference please see:

The Religious Education Policy
The Sex Education Policy
Discipline Policy
The Science Scheme of Work

**The Statement on PSHE from Westminster Diocese** will be considered and assimilated when it is received, and presented with an updated PSHE policy draft, for further consideration by staff.

**RESOURCES** (Staffroom)

Bullying: don't suffer in silence - An anti-bullying pack for schools.

Action Against Bullying - support pack for schools.

Primary Education Pack - Drug Abuse.

Bullying Policy.

Assorted fiction books relating to family situations, including bereavement, which may affect pupils (please see Mr Dunbar)

Having carried out an audit of Citizenship within the school most of the twelve units in the Q.C.A. guideline schemes of work are being covered.

Records of P.S.H.E. progress and reporting to parents are included in the R.E. 4/7/02

**PSHE Policy Appendix 1**

**Drugs Education Policy**
Values and Aims

Drugs education is a strand of our PSHE and the broader aim to provide a caring community in which children can learn to respect themselves and others and take responsibility for their own actions.

Fundamental to our school’s values and practice is the principle of sharing the responsibility for the education of children with the parents.

We recognise that the term ‘drugs’ covers a wide range of substances including medicines, tobacco, alcohol and prescribed drugs. We understand that drugs education means increasing children’s understanding in all these areas.

We aim to:

• Enable children to make healthy, informed choices through increasing their knowledge, challenging preconceptions and practising skills.

• To increase understanding about the implications and possible consequences of drug use and misuse.

• To encourage an understanding approach towards those experiencing or likely to experience drug use by themselves or others (including those dependent on medicinal drugs).

• To widen understanding about related health, social and legal issues.

• To enable children to identify where help and support can be found.

Objectives

We intend to achieve these aims through:

• The specific teaching of age appropriate drugs education from the Foundation Stage through to Key Stage 2.

• The reinforcement of key messages (such as resisting peer pressure, building self-esteem) at different ages through a cross-curricular approach and through non curriculum activities.

• Involving the whole school community in reinforcing key messages and encouraging adults to be good role models.

• Ensuring that policies are regularly reviewed and kept up to date.

Teaching

Drugs education is a strand of our overall PSHE programme. An outline teaching plan is attached.

Drug education will also be delivered through:
• Aspects of the National Curriculum and RE, especially Science.

• The occasional assembly.

• Visits by outside agencies such as the school nurse, police officers, theatre groups and drugs advisory services.

• Private discussions with pupils as necessary – the school’s Child Protection Officer should be informed if a member of staff feels that a child is at some form of risk.

• Informal discussions and non-curricular activities as and when opportunities arise.

Teaching Methods

Teachers will use a wide range of strategies to deliver drugs education. The use of drama and role-play are recognised as being particularly effective in aspects of drug education. Teachers could also use video and ICT.

Responding to possible drug related incidents.

Any situation where drugs might possibly be involved should be treated seriously.

Each situation needs to be responded to individually as a variety of responses may be necessary. These responses may link to other policies such as Behaviour, Health and Safety or Child Protection.

Parents should be informed as early as possible so that the school and parents can work together in supporting the child.

It is unrealistic to promise confidentiality and this should not be done, especially when there is a risk to that child or to another person. The child should be informed to whom information is being passed on. Information concerning risk to pupils or other people should be passed on to the Headteacher or Deputy Headteacher immediately so that parents, other appropriate adults and support services can be consulted.

In responding to a situation, a balance needs to be found between the interests of the individual, other members of the school and the extended community. The safety and well being of the individual child is the main focus – not the drug.

Guidelines on discovering drugs or similarly abusable substances

• Obtain medical help if necessary. Keep any evidence of what has been taken, such as the substance itself, packaging or vomit. (This includes adverse reactions to medicinal drugs).

• Take the substance from the child and place in a safe container. If at all possible a witness should be present. In all cases, a written statement should be made as soon as possible – this should be counter-signed by the witness, if present.

• Notify parents or guardians immediately.
• Inform the police (School’s Liaison or Community Officer) if it is considered appropriate and follow their advice.

• If longer term support is needed, develop an action plan to help the child in consultation with the parents and other relevant agencies including counselling services.

Needles and syringes

If a needle or syringe is discovered within the school grounds then the district council should be contacted. They will arrange for the offending items to be collected and disposed of safely.

Telephone numbers are: 01462 474376

01462 474541

Outline Teaching Programme

| Nursery       | • Making choices: things that are good for us/not good for us  
|              | • Communities: people who help us in and outside of school – who to go to if we need help |
| Reception     | • Keeping myself safe – stranger danger/don’t touch unknown substances  
|              | • Accepting sickness and disease – the role of medicines |
| Year 1        | • Safe use of medicines – adult supervision/correct dosage etc.  
|              | • Recognise that medicines can be harmful if misused. |
| Year 2        | • Safe storage of medicines – where and why  
|              | • Dangers of smoking/passive smoking |
| Year 3        | • What is alcohol?  
|              | • The effects and dangers of alcohol (loss of concentration, slow reactions etc.)  
|              | • Safety with household products |
| Year 4        | • The harmful effects on the body of alcohol and smoking  
|              | • Peer pressure – how to say no |
| Year 5        | • Why do people smoke and drink? Making choices, having rights and facing the consequences.  
|              | • Drugs awareness – what do we mean by drugs? Why might people take drugs? Who takes drugs – stereotypes? |
| Year 6        | • As part of P.S.H.E. activities Year 6 attend the Crucial crew workshops which build on the children’s knowledge gained in Science, especially in Year 4 and Year 6. At this time we feel that there is no need to cover this in any more detail but we will monitor the situation. |
This policy has been formally adopted by the Governing Body of St Mary's Catholic Primary School. It will be reviewed by the Governors and Headteacher in conjunction with the staff two years from the date below.

Signed……………………………………………………………………………………………… (Chair of Governors)

Date………………………………………………………………………………