



# Marden Primary Academy

## Personal, Social and Health Education/Citizenship Policy

Review date: Spring 2019

Next review: Spring 2021

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### Personal, Social and Health Education/ Citizenship Policy

PSHE policy

Class and School Council Policy

Circle time policy

Drug, Alcohol and Tobacco Education

No smoking policy

Relationship and Sex Education

Includes: visitor and confidentiality clause

#### **See also:**

Food Policy

Child Protection Policy

ALN policy

Equal opportunities policies

#### Description of school

Marden is a rural school with approximately 70 children organised into four classes. The families come from a mix of socio-economic groups and there are a number of one parent as well as two parent families. Many of the families hold no religious beliefs and the majority of the remainder have a Christian background.

#### Aims of Marden Primary Academy

The aim of our school is to develop the potential of each of our pupils. In addition to opportunities for pupils to learn and achieve, the child's spiritual, moral, social and cultural development need also to be fostered. Therefore, each child will need to be prepared for the opportunities, responsibilities and experiences that their varied lives will offer them.

#### Aims of Personal, Social and Health Education -P.S.H.E

Aims for PSHE are:

1. Developing confidence and responsibility, making the most of their abilities and maximising the opportunities open to them.
2. To develop citizens who will take an active role.
3. Developing strategies to lead a healthy and safe life style.
4. Developing good relationships with others and viewing differences with respect.

It is, therefore, vital that each child is offered these opportunities through P.S.H.E. and citizenship at our school.

The citizenship element emphasises the development of social and moral responsibility and community involvement.

## Ways we achieve this:

### Values Education

Values Education promotes a half termly theme for consideration by the whole school community. Posters are displayed giving information and collective worship focuses on the theme. This is now part of a two year cycle and was fully revised with posters and resources designed by the pupils.

### SEAL

Social and Emotional Aspects of Learning is a suggested scheme which provides a coverage of many aspects of PSHE showing a clear progression with age-related activities. At Marden we have built these into a two year rolling programme therefore enabling us to add in topics such as Drug and Relationship and Sex Education which are not explicitly covered in the SEAL programme.

### Collective Worship

All members of our staff value our collective worship sessions as times to enhance the development of our children's cultural, spiritual, moral and social well-being. Stories, drama and music are used as well as a time for reflection. Collective worship times are used to revise such issues as playground rules as well as a time when children can share good news about events inside or outside school. Visitors from the community, local church and representatives of local and national charities have also contributed in this way. Children sometimes lead the assembly. Birthdays are celebrated weekly in our Achievements Assembly.

### Rule Making

Each class is involved in compiling the code of behaviour for their class. This ensures the children have ownership of the rules and they are written in a way which is appropriate to the age of the child. Children are encouraged to make positive statements. These codes are then displayed within the classroom. The school and playground rules are also prominently displayed and revised by the School Council.

### Star tracking

Each child is a star tracker three times in a school year. It is a real opportunity to boost self-esteem as well as foster closer home-school links. In our Achievement Assembly pupils bring in an achievement to share with the school. In the Autumn and Spring Terms children also complete their work that week on paper. This, as well as a written commentary and /or photographic evidence, is presented in their star-tracking book. These books are taken home and shared with the child's parents. The parents are asked to sign or add comments to the book. Star trackers are identified by a bright badge which they wear for the week they are a star tracker. Children are also chosen to do jobs during their star -tracking week, which enhances the community service element of this activity. The children are presented with their Star Tracking books when they leave in Year 6.

### Healthy Living

Food safety and hygiene are always emphasised when the children undertake food technology activities. Fresh fruit is available to all Foundation Stage and Key Stage 1 children on a daily basis. All these children now have the option of a free meal at lunchtime. Key Stage 2 children are encouraged to bring in fruit of their own to eat at morning break time as well as at lunchtime. All pupils are encouraged to bring a sports type water bottle so that water is available to them in the classroom. Hot meals are available at lunchtime. The providers use nationally agreed nutritional standards.

### Safety

The Road safety officer attends the school to give the children information on keeping safe on the road. We provide a rolling programme so that different aspects are covered e.g. car safety and pedestrian safety. Bikeability training is also provided for Y6 pupils. Junior Road Safety Officers are appointed in Class 4.

Y5 and 6 children are also offered a place on the Crucial Crew course, which is an opportunity to promote safety awareness for themselves and others. These opportunities are above and beyond classroom activities and safety warnings that happen daily in our school.

E safety is delivered in each class and revised regularly. There are posters displaying e safety messages around the school.

Groups such as Childline visit to provide pupils with strategies to deal with abuse in its many forms. Each pupil undertakes Protective Behaviour training to enable them to feel safe at all times.

### Community

The children have always had a good sense of helping the community. Many of the ideas are initiated by themselves. At harvest time pupils cook and distribute home-made apple muffins to the elderly in the village whilst food is collected for the Hereford Food Bank. Collections and activities are planned to assist local and national charities.

### Eco-committee

An Eco-committee was formed in 2003 to make our pupils aware of the world around them and of ways to safeguard their world with initiatives such as recycling, energy monitoring etc. The school's achievements were recognised with their fifth Green Flag was awarded in October 2016.

### School Magazine

Each year a school magazine is produced with a contribution from each child. This boosts self-esteem as well as providing a long-lasting record of their progress and achievement whilst at our school.

### Promoting good behaviour

A rocket system is in place which promotes good choices of behaviour throughout the school. Pupil's good behaviour and sensible choices are rewarded in a number of ways, which are outlined in the Behavioural Policy. Stars are used to promote positive attitudes and work of a commendable standard. Special certificates are awarded in assembly by the headteacher for children achieving fifty stars. Raffle tickets, with a weekly draw, are also awarded for sensible choices of behaviour. (Please see Behaviour Policy)

### Financial Capacity

Every term each pupil takes part in a Money Day when mathematical and P.S.H.E aspects of financial management are undertaken.

### How do we achieve these initiatives in PSHE and Citizenship?

#### 1. Discrete Time

These are timetabled sessions where the theme applies specifically to PSHE e.g. my family. The advantage of these sessions is that features such as planning and monitoring are easier to assess.

#### 2. Teaching PSHE/ Citizenship through other curriculum subjects or areas.

There are close links associated with every curriculum area. For example the moral and spiritual belief as that underpin Religious Education, Art ideas and techniques expressed by other cultures and the skills such as debate in Literacy.

#### 3. PSHE and Citizenship in School Events

Children use events such as charity events and trips to plan and work together. New and exciting situations give children a chance to demonstrate their skills such as leadership, participation and reflection. Our termly school topic weeks often promote areas of P.S.H.E such as Eco-week and Anti-bullying week.

### Teaching and Learning

A variety of teaching and learning methods need to be engaged to provide equal opportunities for all our pupils. Opportunities for active learning, discussion, and enquiry are particularly valuable. In these ways our pupils can develop the knowledge, skills and understanding they will require to be full and active citizens. Teachers in our school manage their classroom in a way that facilitates discussion.

### Visitors

Visitors are seen as a support to information and guidance available for the class teacher. All visitors plan activities with the class teacher who makes them aware of the aims of the session and their expected conduct in school.

### Assessment, recording and reporting

Many aspects of PSHE and citizenship are difficult to assess and an individual's ideas and points of view are valid and lead to a diverse society.

The child's knowledge and understanding about some aspects can be assessed. We assess much of this work informally through discussion with back up such as photographic evidence.

We also make informal observations of the development of pupil's skills in debates, making decisions and promoting positive relationships. These are discussed with parents on consultation evenings or during informal meetings.

Recorded work is sometimes taken home for parents to discuss it with their child.

Participation in events such as Crucial Crew and Cycle Training are often rewarded with a certificate awarded in Collective Worship.

A comment about PSHE/ citizenship is a part of our annual reports to parents as well as a general comment about their attitudes to learning and contribution to school activities.

### Confidentiality

If during a P.S.H.E. session a pupil discloses information that leads to a child protection issue or causes concern to the teacher or other members of the group, the situation must be dealt with sensitively. It is important that the headteacher and child protection officer are informed. They must then decide what steps to take next for the safety and well-being of the child involved. The teacher must not promise the pupil that they will not tell anyone else but explain you will need to inform people who can help in the situation.

### Class and School Council

#### School Council

In early September classes are asked to organise a democratic vote to produce two representatives, one boy and one girl, for the School Council. Their photographs and names are displayed on the school notice board as well as the date and title of the next meeting. Meetings take place about once a half term and focus on the concerns of the whole school which have often come through class council.

#### Class Council

Class Council is a regular meeting where every child has a voice to contribute to class and school policy. It is our aim that by the time they leave our school that they can organise the meeting, take minutes and run the meeting.

### Circle Time

Circle time is flexible enough to be linked to playground and classroom incidents when they arise. SEAL materials, organised in a two year cycle, provide progression and continuity throughout the school.

The aims of circle time at Marden School are to:

- assist children's learning in speaking and listening
- be a tool for management behaviour including bullying
- be a vehicle for citizenship feeding into class and school council.
- give each child a voice in the decision processes of the school

Ground rules for circle time need to be negotiated with the class and reviewed regularly. The ground rules may be displayed and referred to at each circle time or where the teacher deems appropriate.

It is important that the teacher's role is clear. It is important that the children and adults consider what happens to people who break these agreed rules.

It is the responsibility of the class teacher to plan and execute circle time activities which are challenging to the pupils within their class.

### Drug, Alcohol and Tobacco Education

Although there is little evidence that drugs are overtly being used in the area of the school, it is vitally important that we prepare our pupils to resist drug misuse in order to achieve their full potential in adult life. Children are aware of the existence of drugs via their peers or through the media. It is essential we equip them with knowledge, understanding and skills they will require.

#### Aims and Objectives of Drug, Alcohol and Tobacco Education

1. To give accurate and relevant information about drugs, the reasons people take them, and whether they are legal or illegal.
2. To enable the children to explore personal and social attitudes to drug use and effects and risks associated with drug use.
3. To develop an understanding of the role of drugs in society.
4. To develop skills such as assertiveness, assessment, decision making and communication, as well as helping others and getting help when required. These will be particularly related to drug use.

We aim to fulfil these objectives by making our pupils aware of themselves, their knowledge, feelings and attitudes and decision-making capabilities. This is a whole-school approach that may also include assistance from outside agencies such as health professional and the police.

## Teaching and Learning Opportunities

Our pupils should have the chance to develop their knowledge, skills and understanding. Therefore we aim to provide opportunities for our pupils to:

1. Take responsibility- by drawing up rules; by taking responsibility for their learning (by making informed choices, reflecting and setting targets based on their experiences)
2. Feel positive about themselves-by receiving and giving positive feedback in situations like discussions and circle time. Discovering interests that enable them to socialise without using drugs, tobacco or alcohol
3. Participate- belong to groups of various sizes and composition and fully participate in the decision making process
4. Make real choices and decisions-e.g. make informed choices about health and well being including diet and drug use
5. Meet, talk and work with people- particularly professionals outside the school community-e.g. school nurse
6. Develop Relationships- particularly within the school community
7. Consider social and moral dilemmas- look at differing attitudes towards drug taking in society and the reasons that underpin these.
8. Find information and advice- use a range of resources to provide information and evaluate the information given.
9. Prepare for change- anticipate the challenges ahead in their lives and consider the choices they may have to make about drugs, alcohol and tobacco.

## How Drug Alcohol and Tobacco Education is delivered in our school.

In each of our classes the children have a frequent opportunity to discuss matters of concern to them. Boosting self-esteem is intrinsic in our planning and delivering of the curriculum. Apart from these and other incidental activities there are planned sessions in D.A.T.E (Drug, Alcohol and Tobacco Education) throughout the school. (See Confidentiality clause in PSHE policy)

## Foundation Stage

Children's skills of interaction and positive self-image are established as soon as children enter our school. These skills are boosted with topics such as 'Ourselves'. Children's attitudes to using beneficial drugs and their safe use are explored through activities such as role-play in the hospital and vet corner. The safe storage of medicines is also established at an early age within the confines of our Health and Safety policy.



## Key Stage 1

Again we aim to boost self-esteem as a normal part of an infant classroom. As in the Foundation Stage, circle time gives the children a forum in which to discuss issues such as co-operation and friendship.

The science topic of "Ourselves" gives the scientific background to the role of medicines as drugs and external parts of the human body.

## Key Stage 2

Both classes give the children opportunities to discuss important matters sometimes through circle time or class council. UNIT B 'Risk Taking and dealing with pressure' QCA March 2003 will be used with Y3 and Y4. In addition, UNIT C 'Practising skills to deal with situations' QCA March 2003 will be used in Y5 and Y6.

## Assessment and Evaluation

It is important that work in this area is evaluated so that we can gauge what has been learned and therefore plan how future work can be even more effective.

## Inclusion

It is intended that Drug, alcohol and tobacco education will be delivered to all the pupils in our school. Materials and activities will be altered to suit the needs of individuals or groups of children who would have difficulty in following the work selected for the remainder of the class.

## Dealing with drug related incidents.

In incidents involving pupils, the headteacher will decide which members of the teaching and non-teaching staff need to be informed. The governors may be informed of any drug-related incident at their following meeting.

## Prescribed drugs in school (see Medicines in school Policy)

## Disposing of drug related equipment e.g. aerosols and or hypodermic needles

Any equipment related to drug taking (but especially needles) must be handled extremely carefully in case they cause cross contamination. In the case of needles it is advisable to contact the Environmental Health Department for advice on how best to proceed. A container for the disposal of needles and sharps is located in the Cleaners' Store. Items such as aerosol cans can be picked up (using rubber gloves) and disposed of appropriately. It is important that each member of staff is vigilant and reports any problems immediately to the headteacher.

### Policy on Smoking

Our school is committed to improving the health of the whole school community. Our No Smoking sign is displayed in the foyer and No Smoking signs are displayed in the main entrance to the school.

Smoking is a habit often learned in childhood which often leads to disease or even premature death. We invest valuable resources in teaching our students about the hazards of smoking through the curriculum which we provide. On July 1<sup>st</sup> 2007 a ban on smoking in public places came into force.

### General Principle

This policy seeks to guarantee a healthy working and learning environment for all the school's users by eliminating the risk of passive smoking and promoting non-smoking as a positive role model.

### Smoke Free School

This started in July 2001 and formalised what was currently accepted as a school policy: that smoking is not permitted on any of the school premises (buildings and grounds) at any time.

### Visitors

All visitors, contractors and deliverers are requested to abide by this smoke-free policy.

## Relationship and Sex Education

### Aims and Objectives

Relationship and Sex Education is lifelong learning about physical, moral and emotional development. It has three main elements.

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding

Our aim is to enable our pupils to respect themselves and others, so that they can move confidently from childhood through adolescence to adulthood.

At Marden we aim to stress the values of loving relationships, mutual respect, love and care. Science teaching throughout the school includes what may be called the preliminaries of sex education e.g. family compositions and the birth of babies. Reproduction in plants and the production of seeds are also a part of our science curriculum.

In line with the Sex and Relationship Education Guidelines (DfEE 2000) children in Year 6 are given a course of lessons which are usually referred to as 'growing-up talks'.

### Equal opportunities

As with all areas of the curriculum within our school, all pupils are given the opportunity to participate in all of these lessons. Pupil needs will be assessed each year.

### Organisation of Relationship and Sex Education

The teaching of Relationship and Sex Education is rooted in many of our curriculum subjects. For instance, friendship is an early theme in the Foundation Stage of Religious Education.

Teachers deal with relationships between members of the school community on a frequent, if not daily, basis. Relationship and Sex Education is particularly supported through the science and PSHE/Citizenship frameworks at the primary school level. The class teacher usually delivers these although occasionally outside agencies are asked to assist.

### Foundation Stage

Our pupils begin their Relationship and Sex Education as soon as they enter our school. Children are encouraged to form good relationships with adults and their peers. In addition, they develop an awareness of their own views and feelings and are encouraged to be sensitive to the feelings of others. As part of their

Understanding of the World curriculum the children should be able to recognise the main human body parts. In addition, the routines of good hygiene are reinforced on a daily basis.

### KS1 and 2

Relationship and Sex Education contributes to the foundation of PSHE/ citizenship by enabling all pupils

- to develop confidence in talking, listening and thinking about feelings and relationships. This is promoted through class debates, sharing times, discussions and circle time.
- to name body parts and describe how their bodies work. Promoted through stories and rhymes and topic in Foundation Stage and Key Stage One. Promoted primarily through science at Key Stage 2.
- to protect themselves and ask for help and support. Promoted through class discussion, sharing time, circle time, whole school activities such as collective worship. These may be supported by outside agencies such as the police.
- to be prepared for puberty. This is primarily promoted through the 'growing up' talks, but may occur incidentally during science teaching.

### Growing-up talks (Y6).

Before the 'growing up' talks begin parents will be informed of the content of the lessons by letter and asked to consult the PSHE co-ordinator if they require any further information or would like to discuss any concerns.

In their final year of school Y6 pupils will have the opportunity to take part in sex education lessons. The brief in Y6 is in line with the objectives of Page 10 of Sex and Relationship Education DfEE 2000.

i.e. Our pupils will be taught about

- changes in the body related to puberty, such as periods and voice breaking
- when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and
- how a baby is conceived and born.

Teaching methods such as the use of videos and discussions are used. Questions are answered sympathetically and answers are related to the age and maturity of the group. The Year Six pupils are taught as a whole group but single sex lessons could be arranged if deemed necessary. Issues such as HIV/aids, Sexually transmitted diseases and birth control will not be specifically covered in these sessions as we feel they are best left to parents or until our pupils have matured further.

### Evaluating and monitoring

Relationship and Sex Education is monitored in several ways in our school. Knowledge and skills in the science curriculum are monitored through class, small group or one-to-one discussions. PSHE/citizenship aspects are usually monitored through oral contributions although some written or illustrated work is sometimes produced and assessed by the class teacher.

No formal assessment of the Y6 talks takes place, but informed debate and questioning are intrinsic to the lessons. The children are asked for their comments and suggestions for improvement. The children can take home the sheets they have produced during these talks or leave them with the teacher. In addition, there have been informal discussions with past pupils and parents about the effectiveness of these talks.

