



Personal, Social, Citizenship and Health Education Policy

VISION

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

Children's Voice:

"It's really important that we learn to get along with each other. I really enjoy circle time."

Policy drafted by:	Liz Skivington
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Personal, Social, Citizenship and Health Education Policy (PSCHE)

Introduction

The importance of PSCHE

“Personal, Social and Health Education and Citizenship (PSCHE) help to give the pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They understand and respect our common humanity, diversity and difference so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.”

National Curriculum document

1. Mission Statement

Holy Trinity School aims to:

- provide an excellent education which recognises the worth and fosters the total growth of the individual within a Christian community
- provide a stimulating and broadly based curriculum, in an attractive learning environment which encourages pride and care in its maintenance
- encourage children to take individual responsibility in their school, church and wider community
- provide mutual respect and co-operation among children, parents, teachers and non-teaching staff.

Within a Christian community we aim to help each child to:

- realise his or her maximum potential spiritually, mentally and physically
- develop a moral and social awareness of the needs of others
- find enjoyment in their school life and gain satisfaction and self-confidence in their achievement

2. Values framework

The self

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

Relationships

We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

Society

We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as sources of love and support for all their members, and as the basis of a society in which people care for others.

The environment

We value the environment, both natural and as shaped by humanity, as the basis of life and a source of wonder and inspiration

Taken from 'Statement of Values by the National Forum for Values in Education and the Community' published in 'The National Curriculum handbook for primary teachers in England', 1999

These values are embedded in the whole school ethos of Holy Trinity. We believe that the core values system is one of mutual respect and self esteem. Children are encouraged to consider the viewpoints of others and to follow a 'do as you would be done by' approach.

When using resources staff will make every attempt to ensure they reflect a range of viewpoints.

All behaviour is a choice and violence or aggression is not an acceptable choice.

It is of paramount importance that that ALL members of staff and not just teachers, adhere to these values in all that they do at school and by so doing give consistent messages and have consistent expectations.

3. Aims

For all pupils to develop into people who are able to:

- have self esteem and independence
- form meaningful relationships
- be a good example to others
- have the knowledge, skills and attitudes to make informed choices
- respect the views and lifestyles of others
- become an active citizen – taking an active part in their own and others communities
- understand the need for responsible behaviour and to choose to behave responsibly

- take responsibility for their decisions
- identify and express their feelings appropriately
- understand the benefits of a healthy lifestyle including hygiene, sleep, exercise, healthy eating, etc.

4. Objectives

By the end of Key Stage 1 and Key Stage 2 all children will have developed the values, attitudes, knowledge, skills and understanding to:

- have the confidence to express their opinions
- be able to make choices that promote their health and well being
- to recognise and define what makes a positive relationship and to be able to form and sustain positive relationships
- have strategies to resolve conflicts
- be aware that people are different and have different lifestyles, beliefs and opinions to their own and be able to respect them
- be able to take on roles and responsibilities
- understand the need for responsible behaviour and to choose to behave responsibly
- be aware that there are consequences for inappropriate behaviour
- understand that all people have feelings and that these will be affected by other people and events
- recognise that they have a contribution to make to their family, school, wider community and environment
- understand what constitutes a risk and how to keep safe.

5. How the objectives are achieved

PSCHE is a National Curriculum foundation subject currently delivered through all areas of the curriculum and the life and general ethos of the school.

The taught, spiral curriculum that allows objectives to be revisited and thoroughly embedded throughout each Key Stage.

Key Themes for KS1 and KS2

- Developing likes and dislikes
- Fair and unfair, right and wrong
- Sharing opinions and explaining views
- Recognising and expressing feelings in a positive way
- To recognise choices
- To make, follow and understand the rules
- Personal hygiene
- Disease
- Different ages and different needs
- Our bodies
- Substances – household products, drugs, medicines
- Keeping safe
- People who help us
- Relationships with friends
- Relationships in school
- Families and the nature of families

- Feeling good about myself
- Puberty
- Skills
- Bullying and racism
- Identity
- The media
- Exercise
- Healthy eating
- Mental health
- Safety and risk
- Stereotyping – similarities and differences

6. Delivery of PSCHE

The taught PSCHE curriculum is delivered by all staff with a class responsibility.

Every member of the school community is responsible for delivering elements of the curriculum.

A wide range of planned curricular, cross curricular and extra curricular experiences support PSHE and Citizenship.

Holy Trinity uses a range of teaching and learning styles. PSCHE lessons involve a high level of interaction, usually during Circle Time, where each pupil may have planned opportunities for learning through:

- the development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- collaborative work
- opportunities for reflection
- challenge within a safe environment
- respect for genuinely made contributions
- negotiation
- accommodating new information and skills
- building on current experience and use first hand learning to achieve positive ends.

Discrete opportunities to support and deliver the PSCHE curriculum throughout the school:

- whole school ethos
- lunchtime Management
- marking policy
- school environment
- assemblies:
 - birthday assemblies
 - class and contribution assemblies
 - celebration assemblies
- church services
- school Council
- circle time

- drama and role play
- school journey
- school / class rules
- behaviour charter
- reward systems
- books in the book corners, corridor displays and in the library
- whole school events
- visits and trips
- fundraising - e.g. Jeans for Genes Day, Comic Relief, Shoe box collections at Christmas
- playground mentors / 'Buddies'
- walk to School week / Walking Wednesdays
- display
- PE – sports and team activities
- curriculum time
- clubs and outside school activities
- parent's information workshops, e.g. maths workshop
- staff meetings / parents meetings / parents in class

Differentiation

Pupils will be at different levels of maturity, have different life experiences and very different attitudes and feelings. Lessons should be planned to allow different perceptions to be articulated, with all contributions being valued and respected.

Teachers need to think in terms of three broad levels of understanding and attainment.

Special Needs

Learning opportunities will be provided to match the individual needs of children with learning difficulties.

Able pupils

Able pupils will normally work on the same topics as the rest of the class, but activities must be planned to stretch their abilities. This may be done by providing more demanding questions and investigations, often with a more open-ended approach.

The Foundation Stage

Children in the nursery and reception class, the Foundation Stage, participate in activities that support development towards each of the early learning goals in the Personal, Social and Emotional area of Learning.

'Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning'

QCA Curriculum guidance for the Foundation Stage, 2000

Equal Opportunities

The school's equal opportunity policy applies to PSHE&C. Where appropriate, teaching materials, general resources and activities should

reflect the cultural and ethnic diversity of British society and deflect bias of any kind. We endeavour to avoid stereotyping, in terms of race, gender, ethnicity and disability. Pupils' religious beliefs will be respected. Parents are always welcome to discuss these issues with a member of staff.

7. Specific issues statements

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in PSHE&C teaching. Part of the purpose of this area of the curriculum is to enable and empower children to address these issues in a balanced way and in a safe environment.

- Children's questions will be responded to in one of three ways:
 - if a question relates directly to the curriculum for that year group it will be answered there and then
 - if the question relates to the curriculum BUT not to that particular year group the child will be taken aside and answered in a one to one basis
 - if the question is NOT covered by the curriculum at all parental permission may be sought before the pupil is answered
- When outside speakers, visitors, students and parents come into school we will inform them of our PSHE&C policy.
- A copy of the PSHE&C policy for Holy Trinity CE School is on display in the lobby and can be accessed by parents and visitors at all times.

8. Confidentiality

Staff should not freely disclose any information about a child or their family to other staff members, parents or pupils. Where issues of Health and Safety, Child Protection or management issues (i.e. going away on holiday etc.) are involved the staff member holding the information should disclose it only to the head teacher who will make the decision on a need to know basis of who to tell. When a parent discloses personal information of any kind their permission or informed consent should be sought before passing this on. Consent is not necessary in cases where Child Protection or Health issues are involved but this should be made clear to the parent at the time of disclosure. When a pupil discloses information about themselves or their family this should also be treated as confidential unless there are grounds to believe that the child's health, well-being or safety may be compromised by not telling. The head teacher will again be the person informed who will decide how to proceed. (See Policy File for the school confidentiality policy.)

9. Monitoring and Evaluation

The purpose of monitoring and evaluation is to raise the overall quality of teaching and levels of pupil attainment. The PSHE&C co-ordinator and head teacher will monitor the quality of teaching and learning as part of the school's self evaluation policy.

QCA guidance identifies two broad areas for assessment (see 'PSHE and citizenship: initial guidance for schools'):

- Children’s knowledge and understanding: for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy
- How well children can use their knowledge and understanding of developing skills, values and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Assessment

Assessment of children’s work in PSCHE is ongoing. It identifies children’s strengths and weaknesses and informs future planning and can be achieved in the following ways:

- children’s self assessment/peer assessment
- teachers observation and assessment of class work and participation
- special projects and events

10. Recording and reporting

Children’s successes and achievements will be reported and recorded in a variety of ways. For example: house points, sticker charts, mention in school newsletters, postcards home, etc. More formal reporting will happen take place via the annual report to parents on their child’s progress, especially in the Personal and Social Development section.

11. Index of supporting documents and Documents

- Behaviour Policy
- Sex and Relationships Policy
- Drug Education Policy
- Anti Bullying Policy
- HIV/Aids Policy
- Anti Racial Harassment Policy
- Confidentiality Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Curriculum grid

Holy Trinity CE Primary School HIV/AIDS Policy

Introduction

HIV stands for Human Immunodeficiency Virus. HIV can damage the immune system, weakening the body's defences against infections which would be fought off under other circumstances but which can be life threatening to people with HIV. An HIV test is usually for antibodies to HIV, and where such antibodies are found, a person is said to be HIV positive (HIV+) or HIV antibody positive.

AIDS stands for Acquired Immune Deficiency Syndrome. When a person is diagnosed as having AIDS, it means that a collection ("syndrome") of specific infections has been identified which is related to damage to the immune system as a result of HIV infection. Many of these infections, however, can be successfully treated, and people living with AIDS are often well, with possible occasional acute episodes of illness.

Treatments now available have had an enormous effect on the quality and duration of life for people living with HIV/AIDS. Many people taking medication show no measurable difference in the key immune cells to people without HIV/AIDS. The medication regimes are usually not without some serious side effects and may require people to take medication to a strict timetable. Not everyone is able to take the medication and some people choose not to.

The term "people with HIV/AIDS" will be used to describe people living with HIV infection and AIDS.

Whilst terminology for HIV and AIDS has not changed it is now referred to as HIV/AIDS and will be for the purpose of this document.

The Current State of the Epidemic.

The HIV/AIDS epidemic is now officially the most devastating disease humans have ever faced.*

Over 40 million people worldwide have HIV/AIDS, no one has been cured. Since the start of the epidemic 22 million people have died.*

About a third of those living with HIV/AIDS are aged 15 – 24. Most of these do not know they have the virus.*

During 2001 an estimated 3 million people died from AIDS – 580,000 of these were children under 15.*

Approximately 50% of adults living with HIV/AIDS are women.*

Pupils of all ages have heard of HIV and / or AIDS. Research has shown that children in the first years of school have some awareness of the term HIV/AIDS. Any child who watches *Eastenders* will know something about it – even if all they know is you have to go to the hospital. Many pupils will have

noticed red ribbons. They might notice posters around especially on World AIDS Day, or have heard jokes or gossip.

- Figures from Joint United Nations Programme on HIV/AIDS.

Mission statement

At Holy Trinity School we believe that all members of the school community are of equal value regardless of age, gender, sex, religion, culture, race and HIV status and the school does not discriminate against any of these.

The school challenges misinformation and supports the development of understanding and care of those infected and affected by HIV/AIDS.

This is supported by our Drugs Education Policy, Sex and Relationships Education Policy, Equal Opportunities Policy, borough policy for employment and general ethos of the school.

Aims

To ensure that members of the school community understand the health and safety issues posed by people with HIV/AIDS.

To ensure that staff or pupils affected or infected are supported within the school.

Objectives

- Develop a respect for others.
- Be aware that people have different values.
- Explore influences on how people make choices.
- Challenge prejudice and discrimination.

Delivery of Objectives

These objectives will be met:

- through the general ethos of the school such qualities as tolerance, understanding, fairness, empathy and compassion are modelled to pupils by all members of staff and developed through all areas of school life such as assemblies and circle time;
- by the health and safety in the workplace policy;
- through existing PSHE policies.

Responsibility for the Implementation of this Policy

The head teacher has the overall responsibility for the development and implementation of this policy.

All members of the school community will be involved in the delivery of the policy.

Specific Issues

It will not be generally appropriate to invite outside speakers to talk to pupils about HIV/AIDS but should this happen they will be made aware of school policy on HIV/AIDS and will be asked to submit the content outline of their speech or lesson to the school beforehand.

Information on help lines and support agencies will be available for the whole school community on notice boards.

The co-ordinator will keep up to date with new initiatives and information and ensure appropriate INSET is provided. Induction of new staff will be included.

Any prejudicial use of the term 'AIDS' such as name calling or teasing will be taken seriously. Normal behaviour management strategies will be used in line with the seriousness of the incident. Pupils will be made aware of the real meaning of the terms used.

Confidentiality

All HIV/AIDS issues will be treated with total confidence. All disclosures relating to HIV/AIDS will be kept totally private.

Any member of the school community who has information on the HIV status of any individual will not share this information. Where it is deemed desirable that this information is made available to another staff member consent must be sought and given before proceeding.

No member of staff is under any obligation to reveal their HIV status in any circumstances, nor should any member of staff disclose the HIV status of anyone within their family, relationship or friendship group unless they wish to.

Parents are under no obligation to reveal the HIV status of their child/ren to staff. Should any teacher be informed that a child is HIV+ they will keep this information confidential, but may ask for permission from the parent or carer of the child to inform the head teacher if they feel it is in the family's best interests that another adult is informed. If consent is denied no further action should be taken.

Holy Trinity CE Primary School Policy for Drugs Education

This policy is an appendix to Holy Trinity CE School's Personal, Social and Health Education (PSHE) and Citizenship Policy. Through this part of PSHE education children should be given:

"The knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens"

National Curriculum Document 1999

Although Holy Trinity Primary CE School has not up until the date of this policy, experienced direct drug related incidents with our children, we are aware that our children are subject to experiences outside of school that may encourage them to experiment with substances, legal or illegal.

"Prevention should start early, with broad life-skills approaches at primary school, and built on over time with appropriate programmes for young people as they grow older."

"Effective drug education in schools should provide children with the knowledge and awareness they need to make informed judgements. It should also aim to develop the skills which will allow children to make healthy decisions about their behaviour and put them into practice."

Tackling drugs to build a better Britain. DfEE April 1998

"Children are influenced by their peers, parents, youth culture, the media and others – but education, particularly through schools, has a key role to play in ensuring young people know and understand the risks of drug taking and have the knowledge and skills to resist."

Welsh Office Circular 54/95

Drugs education is not separate to a healthy school but embedded in it. Part of a healthy school approach is to actively promote health in all aspects of school, and as part of this Holy Trinity Primary School believes that Drugs Education should feature as a normal part of the curriculum.

1. Pupil Learning Outcomes:

Appendix (i) lists the aims of drugs education by the end of secondary schooling.

More specifically, by the end of key stage 1 children should:

- understand they have choices about what they do and that some choices have good effects and some have bad effects.
- recognise who can best influence their choices and take responsibility for their own decisions.
- understand that some substances can make you better and some can harm you.
- know they can seek help and where from (e.g. mum, teacher).

- be aware of general safety around drugs and substances, including only taking medicines from a parent or guardian.

By the end of key stage 2 children should;

- be able to make informed choices regarding the use of drugs including medicines, tobacco and alcohol.
- be able to make informed choices regarding their behaviour, and be able to resist peer pressure.
- understand the differences between legal and illegal drugs and substances and the legal and personal consequences.
- know that alcohol and tobacco are drugs, as are medicines, and which have a positive effect and in which circumstances.
- know where to seek help for self, family and friends.
- be aware of strategies to cope with peer pressure.
- understand what good health means.

2. Objectives

- i) drugs education is part of PSHE, which is always taught as a spiral curriculum with key themes revisited several times. See PSHE policy and scheme of work for further detail.
- ii) the programme components include knowledge and understanding, skills and attitudes.
- iii) there are some drugs education components in every year of the curriculum, with the subject covered in greater detail at the end of KS2.

3. Teaching Drugs Education

Drugs education will be delivered through:

- whole school elements e.g. assemblies, visiting speakers including school nurse and neighbourhood police officer or performances.
- PSHE lessons – these are timetabled.
- circle time – this takes place sometimes as part of the PSHE time and sometimes as separate sessions.
- cross curricular, e.g. science.

Drugs education will be taught mainly by class teachers as part of the curriculum. Additionally, outside speakers may be invited to support the programme or teachers within the school with specific interest or skills may work with classes.

The resources and materials used to assist teachers in delivering drugs education will be selected on the basis of suitability, compliance with the school's Equal Opportunities and other policy documents, the age of pupils and the values framework laid out in this document. Parents wishing to view the materials should contact their child's class teacher.

Teaching methods will include:

- discussion
- role play and drama
- circle time

- workshops
- reading
- videos
- pedagogical sessions

4. Specific issues statements

Holy Trinity CE Primary School is a no-smoking school.

Use of visitors

It is recognised that at some time it may be appropriate to bring in the support of outside agencies. However this should be to support the teacher in class and not to replace them. Work must be planned as part of the whole programme'; the tone and content should match the age and maturity of the children involved.

Staff Training

All staff has access to a range of free training courses for Drugs Education. Staff will be expected to ensure that their professional knowledge and skills are developed to a suitable level.

Parents

We will provide support and opportunities to develop understanding such as workshops and curriculum evenings as appropriate.

Management of drug related incidents

We believe that drugs including alcohol have no place in the school setting when children are on the premises. Anyone found or suspected to be under the influence of drugs will be asked to leave the premises.

When referring to drug related incidents, we mean any incident in which drugs both legal and illegal are being used or supplied on school premises, with the exception of medicines which have been prescribed or are administered by staff. See our policy statement on the use of medicines (Appendix (ii)) for further details. If children are taking medicine this must be administered by the welfare assistant and the appropriate form should be obtained by the parents from the welfare assistant, completed and returned.

Confidentiality

When a pupil discloses to them that he or she is taking drugs, or is in a situation that gives cause for concern for a child's safety, the teacher must make it clear to the pupil that he or she can offer no guarantee of confidentiality given the seriousness of such situations. Child protection procedures should be followed for any pupils thought to be at risk.

Staff's first contact point in these situations is the head teacher. The deputy head and key stage coordinators are also available for advice.

For details of the procedure to be followed in drug related incidents see London Borough of Richmond upon Thames Guidance on Drug Education and Dealing with Drug Related Incidents in Schools 1998.

Appendix (i)

It is the aim that by the end of their secondary schooling young people will:

- Understand that they have choices and are able to make informed and sensible decisions.
- Are able to say no.
- Have a knowledge and understanding of all drugs, and understand the difference between legal and illegal substances.
- Understand the effect of drugs on themselves and others and potential consequences of using drugs.
- Recognise the risks of misuse/abuse.
- Follow a healthier lifestyle by avoiding taking certain substances.
- Understand which drugs can have a positive effect and in which circumstances they can be taken.
- Know where to seek help and who to get help and information from.

All the above are covered in part in KS1 and KS2.