



Personal, Social, and Health Education including Drug Education

Date Adopted:

Author/owner: Meir Heath Academy

Anticipated Review: September 2021

Context

Meir Heath Academy provides a rich curriculum which caters for pupils of all abilities. Our aim is to develop each child's potential to the full.

The Developmental Process

The policy has been drawn up in consultation with all teaching staff, governors and members of the wider school community and agencies.

The PSHEE Policy encompasses the following policies:-

- Drug and Alcohol Education including The Management of Drug Related Incidents - Appendix 1

Other relevant school policies are RSE, Safeguarding, Behaviour, Inclusion, Anti Bullying and Health and Safety.

Aims for PSHE

Personal, Social and Health Education (PSHE) aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHE covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning and personal finance.

PSHE can be enhanced by a supportive school ethos, where all are valued and encouraged. Positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

Curriculum Organisation

PSHE will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of set curriculum time as well as discrete time, cross curricular links will be made where appropriate. Enrichment opportunities include visits by the school nurse.

PSHE is a universal entitlement for all children and young people. This means learning is made accessible to children and young people of all abilities and that attendance in PSHE has an equal priority with other learning.

Teaching and Learning

PSHE is delivered in line with the school's teaching and learning policy. As PSHE perhaps more than any other subject, works within the real life experiences of children and young people it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions, role play and theatre in education
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children and young people sensitively
- Building on children and young people's knowledge and experiences
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- Providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge
- Allowing time for children and young people to reflect and consolidate their learning
- Having high expectations of children and young people's achievement and behaviour
- Providing differentiated learning opportunities for children and young people with special educational needs
- Using a variety of groupings, including single sex, where appropriate.

Curriculum Content

PSHE is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

Resources

Resources, which support this area of the curriculum, will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE. The co-ordinator should ensure resources to be used by visitors have been approved by the relevant organisations i.e. Drug Education, Sex and Relationship Education (SRE) through Staffordshire SRE forum and others through Education Transformation.

PSHE Programme of Study

Foundation Stage

The 'Development Matters' document is used as a basis for small group PSHE focussed discussions and scenario building. Areas for discussion include; feelings, emotions, family, behaviours, sharing, positive attitudes etc.

Key Stage 1

Health and Wellbeing

- A healthy lifestyle
- Keeping physically and emotionally safe
- Physical, mental and emotional health and wellbeing
- Risks to physical and emotional health and wellbeing
- Managing change, including lifecycle of the body, transition and loss

Relationships

- Healthy relationships (within a range of social/cultural contexts)
- Emotions within a range of relationships
- Respecting equality and diversity in relationships
- Risky or negative relationships (including all forms of bullying and abuse) and how to ask for help

Living in the Wider Worlds with links to British Values

- Respect for self and others
- Rights and responsibilities (as members of families, other groups and as citizens)
- Different groups and communities
- Equality and a diverse community
- Respecting and protecting the environment
- Money (origins, keeping it safe, management and it's importance)

Lower Key Stage 2

Health and Wellbeing

- Keeping physically and emotionally safe
- Physical, mental and emotional health and wellbeing
- Risks to physical and emotional health and wellbeing
- Making informed choices about health and wellbeing

Relationships

- Healthy relationships (within a range of social/cultural contexts)
- Emotions within a range of relationships
- Risky or negative relationships (including all forms of bullying and abuse) and how to ask for help

Living in the Wider Worlds with links to British Values

- Respect for self and others
- Rights and responsibilities (as members of families, other groups and as citizens)
- Different groups and communities
- Equality and a diverse community
- Respecting and protecting the environment
- How money plays an important part in people's lives

Upper Key Stage 2

Health and Wellbeing

- Managing change, including puberty, transition and loss
- How to respond in an emergency
- Different influences on health and wellbeing

Relationships

- Healthy relationships (within a range of social/cultural contexts)
- Emotions within a range of relationships
- Risky or negative relationships (including all forms of bullying and abuse)
- Respecting equality and diversity in relationships

Living in the Wider Worlds with links to British Values

- Respect for self and others
- Rights and responsibilities (as members of families, other groups and as citizens)
- Different groups and communities
- Equality and a diverse community
- Respecting and protecting the environment
- How money plays an important part in people's lives

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

Assessment, Recording and Reporting

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the school's assessment policy.

The reporting of individual achievement and progress will include skill development and values and attitudes as well as knowledge and understanding.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE by Senior Leaders and the co-ordinator. This will be done by checking that whole school PSHE objectives are met, standards of teaching and learning expected are achieved and that there are adequate resources.

Safeguarding

Teachers and other adults involved in PSHE will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is available from the school's designated teacher for safeguarding.

Confidentiality

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality

- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. school nurse/health adviser
- Children and young people are encouraged to talk to their parents or carers and given support to do so.
- Pastoral Support

As part of the school pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable. Additional support is provided by our Designated Safeguarding Lead, Designated Deputy Safeguarding Lead or SENDCO, who work with children and staff to support emotional well-being and offer mental health support. Outside agencies will be involved should the need arise.

Our school seeks to work in partnership with parents and carers to provide effective PSHE and support for children and young people. The school's PSHE programme endeavours to complement and support parent's and carer's roles. Parents are invited into school on a regular basis to attend parents evenings or information evenings. Information can be found in our prospectus and in our regular news letters. We operate an "Open Door" policy which means parents are always welcome.

Continuing Professional Development of Staff

Staff will receive appropriate training.

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APPENDIX 1

Drug and Alcohol Education Policy including the Management of Drug Related Incidents Rationale

The definition of a drug given by the United Nations Office on Drugs and Crime is: a substance people take to change the way they think, feel or behave.
This includes:

- all legal drugs including alcohol, tobacco and volatile substances
- all over the counter and prescription medicines
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)

Drug education is an entitlement for all children and young people and is supported by Section 351 of the Education Act 1996 which requires every school, including Pupil Referral Units, to provide a balanced curriculum which:

- Promotes the spiritual, moral cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experience of adult life.

Drug education should be delivered through well planned PSHE and Citizenship provision. Schools are expected to use the non-statutory and statutory frameworks for PSHE RSE, RSHE and Citizenship at Key Stages 1 & 2.

Drugs: Guidance for Schools February 2004 DfE

Aim

To give children and young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives.

Objectives

Drug and alcohol education:

1. Increases children and young people's knowledge and understanding and clarifies misconceptions about:
 - the short and long-term effects and risks of drugs
 - the rules and laws relating to drugs
 - the impact of drugs on individuals, families and communities
 - the prevalence and acceptability of drug use among peers
 - the complex moral, social, emotional and political issues surrounding drugs

2. Develops children and young people's personal and social skills to make informed decisions and keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures
 - finding information, help and advice
 - devising problem-solving and coping strategies
 - developing self-awareness and self esteem

3. Enables children and young people to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

The needs of children and young people

Some children and young people will be more vulnerable than their peers e.g. non-attenders, children with SEND, children in care and those whose parents misuse drugs or alcohol.

Medicines

Medicines are administered in line with our medicines policy.

Dealing with drug and alcohol related incidents

The possession, use or supply of illegal and other unauthorised drugs (as designated by the Headteacher) by anybody within school boundaries is unacceptable. This includes tobacco and alcohol.

Drug incidents could involve: suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs.

The physical boundaries of the school define the extent of the school premises during the school day and the school term. But school rules and expectations of behaviour extend further if children and young people e.g. visit a library, leave school to visit an old people's home as part of a community project, whether supervised or not.

School boundaries also extend to include school trips and clear guidance to staff is given about their supervisory responsibilities. It is made clear to children and young people that school rules still apply if they leave the school during the lunch break, and which will apply on a school trip abroad, where drug laws may differ. Staff are made aware of any controls on their own drug use (e.g. of alcohol, tobacco and medicines) when on duty.

Schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may be counter-productive for the school and wider community. The police should, however, be involved in the disposal of suspected illegal drugs.

The school works closely with the police and has an agreed protocol for reporting and disposing of illegal drugs.

Depending on the incident, it may be managed internally by the school. However, the police will be informed and consulted and when appropriate, will be actively involved.

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug, providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it. In such an instance the police will be involved.

Needles and syringes found within school boundaries will be dealt with in accordance with guidelines produced by Staffordshire County Council Health and Safety Team.

In responding to drug incidents, the primary concern of the school is the care and welfare of children and young people. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the child, young person and the school community.

Any incident involving the misuse of drugs will take into account:

- The age and maturity of the child/young person

- What the child/young person has to say
- The means by which the substance was acquired
- The intention of the child/young person and the circumstances of the incident 9
- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the child/young person
- Action being taken through the criminal justice system
- The availability of support for the children and young people and family from other agencies

The school seeks to work in partnership with governors and parents to provide effective drug and alcohol education and support for children and young people. Parents need to know that the school's drug and alcohol education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures.

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