

English Martyrs' Catholic Primary School



PSHCE Policy

Our Mission

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**.

As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

Intent

Within our curriculum, we ensure all children are prepared for life, with the skills they need to achieve, aspire and accomplish both academically, emotionally, spiritually and creatively, regardless of their faith, creed or race; meeting every child's potential and their needs. At English Martyrs' this includes meeting the needs of a very mixed community representing a broad range of faiths, ethnicities, creeds and socio-economic circumstances: a significant proportion of children with high needs and are disadvantaged; children living in high social deprivation, asylum seekers, vulnerable children and families who seek security and safety in our school family.

Our intent is for learning without barriers so that all children can succeed.

Our Intent is to meet these needs by...

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...having Christ at the centre of the English Martyrs' Catholic Primary School family and all that we do.

...establishing close links between home, school and parish to provide the best for all the children.

...treating every individual child as a unique and valued member of God's family, so that respect for each other is prominent.

...providing a PSHCE curriculum that is rich and broad, with high expectations and a culture of challenge for all

...providing a PSHCE curriculum that is appropriate to the needs of all our children, from all ethnicities, backgrounds, faiths and home lives.

...providing children with the skills they need to become well-rounded and confident individuals who have self-respect and mutual respect for others

...*nurturing a sense of belonging* by developing our responsibilities as citizens in the local, national and global community

...by giving children opportunities to develop understanding and tolerance of all faiths, creeds and cultures including their own.

...by developing positive links between all stakeholders including the wider community.

...by working with parents in their role as first educators.

What is PSHCE?

Personal, social, health and citizenship education (PSHCE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and

socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.

Why it Should be Taught

Personal, Health and Social Education underpins life at English Martyrs' Catholic Primary School. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. Our school Curriculum Intent aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

PSHCE reinforces the School **Intent**:

- A thriving, purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning.
- A welcoming and open community where all those involved in the successful development of children, parents and families first, then school staff, governors and other professionals work closely together for school improvement.

Our **Intent** for all children is that:

- They should be safe, secure and happy in school.
- They have equal access to the curriculum, regardless of ability, gender, race or religion.
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others.
- And that children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

Implementation

At *English Martyrs' Catholic Primary School* our intentions for PSHCE will be implemented in numerous ways dependent on age, ability and phase of learning.

Organisation and Planning

Who is responsible for co-ordinating the subject?

The Holistic Team oversees the Intent, Implementation and Impact of PSHCE.

How it will be organised and covered

PSHCE will be provided through:

- Discreet Curriculum time,
- Teaching and skills interwoven through all areas of the curriculum
- Prayer and Liturgies, class discussions and circle time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.
- Extracurricular activities e.g. health days, Theatre groups, Friendship week, Creative Fortnight
- Planned learning will be recorded on weekly, Medium and Long Term plans.

Provision Made for Children with Particular Needs

- **The Snug & The Den** - Nurture Support for children. Children have planned slots in The Snug where children access their learning in addition to developing their social skills, understanding their emotions and anger management - with adult support and peer role-modelling.
- **Rainbows** – Counselling for children suffering from the effects of loss and bereavement: 12 x one hour weekly counselling sessions.
- Open door policy and regular contact with parents working in partnership with the school.
- Child-led IEPs
- Trusting relationships with the SLT Team and other members of staff enabling children to have choice and a variety of people to talk to.
- High levels of teaching assistant support enabling ongoing support in PSHCE when needed.
- Learning mentors and learning partners e.g. EAL, ELSA, Attendance

Teaching Methods and Approaches

- In the Foundation Stage, teachers will plan from children's own experiences through the six areas of learning. They will plan for Personal, Social and Emotional Development on a daily basis in conjunction with the Early Learning Goals.
- In KS1 and 2, teachers will plan through SEAL topics and relevant everyday initiatives and themes relevant to their own unique lives in relation to The National Curriculum Framework for PSHE. Teachers will plan to use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally.
- Children in Upper Key Stage 2 will access the Job Junction programme whereby they are introduced to looking at their own aspirations for their future working lives and careers.
- Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem-solving skills, explore ideas and relationships, cooperate with others and work collaboratively in small groups.

- Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom.
- Citizenship is addressed through the curriculum in all areas of the curriculum.
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Criteria for Resource Allocation

Resources are selected that are:

- age appropriate,
- non-discriminatory and
- in accord with the values of the school.

Some resources chosen will appear discriminatory, but these are used to challenge misconceptions, negative images and messages and stereotypes.

Resource materials, books and equipment are available for use by all staff.

Staff Professional Development

Teachers training needs are determined at reviews meetings during the Appraisal cycle. Whole school training needs are planned into action plans. The school ensures they are kept informed of relevant changes to aspects of PSHCE by attending relevant training provided by the Local Authority. They are encouraged to access appropriate school based INSET or external CPD opportunities. We encourage peer observation and peer support to offer further CPD opportunities.

Impact

The impact of the PSHCE Curriculum will be measured by the Holistic Team together with SLT and Governing Body through various means.

Assessment and Reporting on Learning

In PSHCE there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of co-operation and competition.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.

Whole School

- PSHCE is reported to parents in the end of year record of achievement where personal, social and the child as a learner are a main focus.
- Termly, teachers use AfL and Teacher Assessment to assess children against the Key Learning Indicators of Performance (KLIPS) and include data on the Lancashire Tracker

- Termly, teachers update their class profile for SEN where needs are highlighted in learning, but also personal, social and emotional needs are highlighted with actions to support these children.

Foundation Stage

- Teaching staff will make observations of children against the three relevant scales of the Foundation Stage Profile – Dispositions and Attitudes, Social Development and Emotional Development. The Early Learning Goals are for Personal, Social and Emotional Development are set out in the Foundation Stage Curriculum.

KS1 & KS2

- Teaching Staff will be able to refer to information from the Foundation Stage Profiles/End of Year Reports and information passed on by previous teacher, to ascertain where the children are at and plan to build on these experiences accordingly. Assessment is a planned part of all effective teaching and learning.

Monitoring and Evaluation

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The PSHCE / HSRE Governor will feed back at Full Governing Body Meeting and the Holistic Team will feed back to governors through the Termly reports. This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

Pastoral Role

Links to Pastoral Systems

The first line of pastoral response is in the classroom with the class team; both teacher and support staff. Our school has an ethos where pastoral care and the whole children are at its centre and staff are encouraged to provide social and emotional support to the children. Teachers use support staff time flexibly so children's social and emotional needs are supported as this is key for effective learning so as needs arise children will be given time and space to work through problems with trusted adults. The school has developed an effective nurture room, called The Snug, which further supports the social and emotional needs of children. We are committed to developing the whole child and continue to build up resources and adult time to help children's social and emotional needs.

Pupils' understand that we are caring school and a School of Sanctuary I who will listen and know they can talk to a wide range of adults because all relationships are based on trust and mutual respect. Children feel secure in coming and talking to the Senior Leadership Team, teachers or teaching assistants when they need to talk. Parents have close relationships with the school and the open-door policy ensures parents share relevant information which may be affecting children's personal, social and emotional behaviour.

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

Answering Difficult Questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Group Agreements and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Sensitive Questions.

- Clear parameters about what is appropriate and inappropriate should be discussed whole class.

- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Head teacher and the usual child protection procedures followed.

Working with Outside Agencies.

Should other agencies be used, such as Life Education Centres, discussions take place beforehand to ensure that the visiting agency's values are in line with the schools and that they are aware of the school's policies.

At English Martyrs' Catholic Primary School all community-based agencies that visit to provide curriculum support, must:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children/young people in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children/young people actively and communicate at appropriate levels for the age group concerned.
- Make clear to children/young people who they are, who they represent and what their aim and objectives are.
- Communicate with children/young people using an open and non-judgemental approach, avoiding any hidden agenda to influence.

Prior to agencies attending the school, relevant staff ensure that:

- checks have been made with the LEA if there are any concerns
- their input is integrated within a planned programme
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- confirmation of dates and times have been confirmed in writing
- an evaluation process has been agreed.

Links with Other Policies

This policy has links to Health and Safety Policy, Equal Opportunities Policy, Child Protection and Safeguarding Policy and the Confidentiality Policy.

Dissemination

All new staff can access this policy upon induction. The policy is easily accessible to all staff. The policy can also be found on the school website. Pupils learn about the Policy through discussions with teachers and assemblies.

Curriculum Team responsible: Holistic Team

Policy Written: October 2019

Policy Agreed by Governors: November 2019

Date to be reviewed: September 2020 or sooner depending on new legislation

Appendix Relating to Drugs Education (Alcohol, and Tobacco and volatile substances)

To Whom and Where the Policy Applies

This policy applies to the whole School Community, including staff, pupils, parents and visitors. The school is defined as the entirety of the school's buildings, the school grounds, and all school vehicles.

Staff with Key Responsibilities for Drugs Education

Head teacher, Assistant Headteacher and Leadership Team.

The School's Stance Toward Drugs, Health, and the Needs of Pupils

- English Martyrs' Catholic Primary School condones neither the misuse of drugs, tobacco and alcohol nor the illegal supply of these substances by members of the school.
- English Martyrs' Catholic Primary School is committed to the health and safety of its members and will take action to safeguard their wellbeing.
- English Martyrs' Catholic Primary School actively acknowledges its role in supporting and promoting healthy living and is part of the National Healthy Schools Standard Scheme. Through our ethos and practice we will teach and encourage children to recognise and make good choices.
- English Martyrs' Catholic Primary School understands the importance of its pastoral role in the welfare of young people and will continue to provide the supportive, open environment to encourage pupils in need of support to come forward.

Aim of Drug, Alcohol, and Tobacco Education

The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. See 'Drugs – Guidance for schools' DFES 2004

Objectives of Drug, Alcohol, and Tobacco Education

To increase pupils' Knowledge and Understanding and clarify misconceptions about:

- The short-term 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. To develop pupils' social and emotional skills so they can make informed choices 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.

To enable pupils to explore their own and other people's attitudes towards drugs, drug use, and drug users, including challenging stereotypes, and exploring media and social influences. See 'Drugs – Guidance for schools' DfES 2004

Management of Drugs at School

The Headteacher will ensure that all staff dealing with substance issues are adequately trained and supported. The process for dealing with drug related incidents should be dealt with according to the agreed substance misuse procedure which all staff are made aware of.

Alcohol

- The possession and use of alcohol on school premises during the working day is prohibited for all members of the school community. The Headteacher must be consulted and permission obtained before any function or event is arranged where alcohol will be consumed. This is left to the discretion of the Headteacher. The school recognizes that it is an offence under the licensing act 1964 to sell alcohol without a license. Incidents involving people under the influence of alcohol will be reported to the Headteacher or a member of the Senior Leadership Team, in the head's absence, who will refer to the Serious Incident Report.

Tobacco

- The school operates a no smoking policy at all times throughout the building and grounds. This policy applies to pupils, employees, parents and visitors. Incidents involving people using tobacco will be reported to the Head teacher or a member of the Headship Team who will refer to the Serious Incident Report.

Medication

The school recognises that there may be instances when drugs are legitimately on school premises. Some pupils may require medicines during the day that have been prescribed for their medical condition. These need to be administered by a parent or carer unless otherwise agreed with the Head teacher. The administration of such medicines will be undertaken by a member of the First Aid Team and appropriate and correct paperwork is to be completed by parents/carers. Medicine is kept in a locked cabinet in the Medical Room. Staff are not obliged to administer medicines. Asthma inhalers are kept in a clearly named box in the pupils' teacher's cupboard.

Dealing with Drug Incidents

Each incident will be considered on its own merits and the following priorities will be considered:

1. The immediate health and safety of all members of the school community
2. Supportive responses to any individuals or groups within the school who need them, as highlighted by the incident.
3. Consider transgressions of school rules and assess the need for punitive responses.
4. Review drugs policy if current protocols were found to be inadequate.

Intoxicated Parents/Carers

- When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, schools might wish to discuss with the parent/carer if alternative arrangements could be made, for example asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour. Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police.

Intoxicated Pupils

- In the unlikely event of a pupil being intoxicated by drugs, alcohol or volatile substances on the school premises the welfare of the pupil is our principle concern. This means that administering first aid and summoning the emergency services will be the first priority should there be need to do so. In cases of unconsciousness an ambulance should always be called, and the pupil moved into the recovery position. Parents should also be notified immediately. In cases of intoxication that do not pose an immediate danger to the pupil or others (for example minimal intoxication from alcohol or cannabis), and provided that it does not conflict with the best interests of the pupil, parents will be notified and asked to come into school to collect their child. If parents are unable or unwilling to do this the school will instead manage the situation in the best way possible. This will usually involve separating the pupil from others and giving one to one teaching in a calm environment while the pupil's condition is monitored. Intoxication or possession of drugs or alcohol in school is seen as indicative of possible serious issues requiring specialist intervention or child protection proceedings, and the school will always investigate this and respond accordingly. Staff will seek advice in cases where there is uncertainty. The pupil's welfare will always be the overriding priority.

Discovery of Drugs or Paraphernalia Including Needles

- For syringes/needles which constitute a hazard to health and safety when found on school grounds: the item must not be touched or moved; all children should be removed completely from the vicinity and the syringe/needle should be cordoned off as well as you are able (e.g. placing a bucket over the item). A member of staff should guard the item to prevent anybody coming into contact with it. Staff should not under any circumstances attempt to dispose of the item themselves. It will then be arranged for the caretaker to remove the item and place it in a 'sharps' box. If such drug paraphernalia is repeatedly found on school grounds the police should be informed so that they may attempt to discourage drugs-users from trespassing on school grounds when the school is closed. If a pupil is found with illegal drugs in school the police must always be informed. They will then arrange for appropriate disposal of any substances and will decide if any legal action is to be taken. As with intoxicated pupils (discussed above) possession of illegal substances can be indicative of a drug problem.

Involvement of Parents and Carers

The Headteacher and Assistant Head Teacher will inform parents and carers of any drug incidents. Provided this does not compromise the health and well-being of the child.

Involving the Police

The police will always need to be involved in any incidents involving illegal substances. They will take responsibility for disposal of such substances.