

Bushfield Road Infant School

Personal, Social & Health Education & Citizenship Policy.

Drug Policy

Sex Education Policy

Road Safety Policy

Citizenship

BUSHFIELD ROAD INFANTS

MISSION STATEMENT

At Bushfield Infants and Nursery we provide a positive, happy and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self esteem and self confidence, which enables them to become confident life long learners.

COMMUNICATION AND INTERACTION

We spend a huge part of our lives talking, listening and responding to people around us. We should never just expect communication to happen; we should take personal responsibility for the quality of our conversations.

Almost everything we do, in and out of school depends on talking and listening. Speech, language and communication skills are crucial for their social and emotional wellbeing.

For that reason, across all of our areas of our creative curriculum, we provide opportunities to talk, to listen and to respond to what we see and hear. (Please refer to the Communication, Interaction and Literacy Policy for further information.)

PERSONAL , SOCIAL & HEALTH EDUCATION & CITIZENSHIP POLICY

The world is a potentially dangerous place for children. Children need to play an active role in keeping themselves safe. They need to learn skills e.g. communication, negotiation, decision making, and how to use these skills. They need to learn how to prevent difficult situations arising and to cope when they do. They need to know what to say, what to do, to whom to go to for help, and strategies for promoting protection. They need to have the self esteem and confidence to practise and use these skills. They need to explore their own attitudes, values, and behaviour and take to increasing responsibility for themselves. Pupils also need to learn about themselves as developing individuals, and as members of their community.

The education Reform Act 1988 entitles every pupil to a broad and balanced curriculum which:

- a) promotes the spiritual, moral, cultural, mental, and physical development of pupils.....
- b) prepares pupils for the opportunities, responsibilities, and experiences of adult life and to become responsible citizens

Primary school teachers have a special relationship with their children, and possess unique knowledge and understanding of their backgrounds and needs. We realise that P.S.E ,Health Education and citizenship need to be planned for and it cannot be presumed that all aspects are being covered by the hidden curriculum. However it must be stressed that as a school we feel that these skills do permeate through all areas of the curriculum and are imbedded in our ethos and school aims. We also realise that parents and people at home have the greatest influence on young children and will want to promote their protection by reinforcing the keeping safe messages.

Curriculum Guidance No 3 and Personal and Social Education 5-16 (H.M.I 1989) clearly recognises that the personal and social development of pupils is a major aim of education, and as a school we would like our children to begin to acquire this aim.

AIM

Our main aim is to provide children with the skills that will help them to keep safe, to have a healthy lifestyle and to become responsible citizens.

OBJECTIVES

Children should :

- Develop confidence and responsibility.
- Play an active role as citizens.
- Develop a healthy lifestyle.
- Develop good relationships and respect others.
- Understand the importance of valuing themselves and others.
- Begin to recognise the range of human emotions, and ways to deal with these.
- Begin to be able to co-operate with others in work and play.
- Understand that individuals belong to many groups in which they all have different roles.
- Understand that individual responses to events will vary, and they must respect other peoples emotions and feelings.
- Understand that actions have consequences for oneself and others.
- Understand the meaning of friendship and loyalty and begin to develop skills needed to form relationships.
- To foster the development of all the aspects of health education
 - i) personal hygiene
 - ii) personal fitness
 - iii) personal safety
 - iv) drug/substance awareness
 - v) sexual development
 - vi)environmental health
- To develop social skills which help them become members of a class and school community.

ORGANISATION and TEACHING

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations, and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship e.g assemblies, open afternoons enterprise projects.

Teachers will be sensitive to the needs of the children in their class, and thus will group the children appropriately for the teaching aspects of P.S.E. and Health Education. Skills will be planned for using a scheme of work. We have adopted the Tacade Education for Life scheme of work in conjunction with the Health for Life Action Planners.

S.E.N

No child will be excluded from any part of the curriculum for reasons of special education . Staff will be sensitive to the needs of the individual and their level of development. All teachers will be aware of any health or personal and social issues relating to the children and their families, so that they may handle issues with the fullest possible sensitivity e.g. children from one parent families, adopted children, disabilities, or illnesses within the family.

FOUNDATION STAGE

We teach PSHE and citizenship in reception and nursery classes as an integral part of the topic work covered during the year, alongside planned activities for the subjects. PSHE and citizenship are related to the objectives set out in the EYFS development. The teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in development matters.

ENTERPRISE

As a school we have embraced the Enterprise projects. We have developed characters and use these across the curriculum areas. The key areas of Enterprise are Communication, Financial, Literacy, Positive Attitue, Creativity and Teamwork using own initive. We beleive these skills are central to developing childrens citizenship skills and these are embedded in teaching across the curriculum.

DRUGS EDUCATION POLICY

Most primary school children will know something about drugs. Children receive their information about drugs from a variety of sources including television programmes, newspapers, siblings and friends and from home.

Most primary school children only take drugs that are prescribed for medical conditions. However the age at which children are beginning to experiment with drugs appears to be falling. Drugs are widely available and used in our society.

There is an increasing need for us to focus specifically on drugs education and the promotion of health lifestyles.

AIM

To begin to develop the knowledge and understanding about the effects of drugs on the body.

OBJECTIVES - begin to:

- Develop personal and social skills such as decision making skills and refusal skills.
- Develop the ability of children to take increasing responsibility for themselves and their actions.
- Develop a feeling of self worth.
- Promote health protection and child protection.

ORGANISATION

The Health for Life scheme will be used. These will be used selectively by the teachers to suit the age and stages of development of the children. Children will be encouraged to share their knowledge and experiences with other people, explore attitudes and values and to support each other.

Due to the sensitive nature of some of the subject matter these lesson plans will be planned in conjunction with P.S.E. and other Health issues.

RESPONDING TO DRUG INCIDENTS

The use of unauthorised drugs within the school boundaries is unacceptable.

Drug incidents may include:

- Drugs or associated paraphernalia found on school premises.
- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge for their age.
- A pupil is found in possession of drugs or associated paraphernalia.
- A pupil, parent/carer or staff member is thought to be under the influence of drugs.

In response to:

Parents/carers under the influence of drugs on school premises.

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, discuss with the parent/carer if alternative arrangements could be made. The focus for staff will always be the maintenance of the child's welfare.

Involvement of Parents/Carers:

The school will ensure that parents/carers are:

Given information about their child's drug education and school rules in relation to drugs, through newsletters and meetings. It is essential that all parent/carers understand how the school will respond to drug incidents.

Staff with Key Responsibility:

The Headteacher has overall responsibility for all drug issues within the school. Her prime responsibility includes overseeing the planning and co-ordination of drug education and the management of drug incidents in accordance with the procedure laid out in this policy.

The Role of Governors:

As part of their general responsibilities for the strategic direction of the school, governors have a key role to play in the development of the school's policy on drugs.

SEX EDUCATION POLICY

1 Introduction

The policy sits in conjunction with the school's policies on Child Protection, Confidentiality, Diversity including Racism and Equal Opportunities, Anti Bullying, and complaints procedure. The policy does not affect the rights of parents; carers or legal guardians who wish to withdraw their children from sex and relationships education.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at schools should make alternative arrangements in such cases (Sex and Relationship Education Guidance, DfES, July 2000)

We have based our school's sex education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. Sex education is part of the personal, social and health education curriculum in our school. Health for Life 2) While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

2 Aims and objectives

2.1 We teach children to:

- Develop respect for oneself and other people
- Learn to take responsibility for ones actions in all situations
- Develop honesty and loyalty in relationships
- Learn the importance and responsibilities of the family unit for all members
- Develop sensitivity towards the needs and views of others
- Recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- Recognise and accept the differences of others

3 The National Healthy School Standard

- 3.1** We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:
- consult with parents on all matters of health education policy;
 - train all our teachers to teach sex education;
 - listen to the views of the children in our school regarding sex education;
 - look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

4 Organisation

- 4.1** We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.
- 4.2** In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and the introduction of the correct work vocabulary.
- 4.3** In science lessons we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In foundation stage, children follow the EYFS framework, covering the 7 areas of learning, of particular relevance are PSED and PD.

5 The role of parents

- 5.1** The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

5.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

6 The role of other members of the community

6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

7 Confidentiality

If a child indicates that they have been a victim of abuse and the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals. (see also Child Protection Policy).

8 The Role of the Headteacher

- 8.1** It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 8.2** The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- 8.3** The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

- 9.1** The Curriculum Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

ROAD SAFETY POLICY

Road safety will be taught to each year group. Children will be taught the basic principles of road safety through classroom activities including role play.

AIM

To provide each child with an awareness and understanding of the basic principles of road safety.

To make each child aware of the importance of following the appropriate safety code when they are

- a) a pedestrian
- b) a passenger
- c) a cyclist

OBJECTIVES

By the end of Y2 children should:-

- 1 have an understanding of what is meant by traffic
- 2 know that the road is for traffic and the pavement for people
- 3 understand the need to play in a safe place and have an awareness of what makes a place "safe"
- 4 know the people who can help them to cross the road safely ie a known and trusted adult
- 5 know the six rules of the Green Cross Code
- 6 understand the need to look and see, listen and hear
- 7 understand the importance of being visible to motorists eg by wearing light, bright colours
- 8 understand the importance of wearing a seat belt whilst travelling in a car