

St Cyprian's Greek Orthodox Primary Academy



Personal, Social, Health Education Policy

Revised: July 2014

Reviewed and ratified by Full Academy Trust

Date: 10/7/14

Signed: *A Tallis*

Name: A Tallis

Position: Chair of Education

Mission Statement

The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the national curriculum in the core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

Introduction

PSHE Healthy Academy Status: Achieved Healthy Academy's status July 2008.

Background Information

Academy St Cyprian's Greek Orthodox Primary Academy is a Greek Orthodox Primary Academy where Christian values and principles underpin the whole curriculum. The Academy was established in 2000. The teaching of the Foundation Stage Curriculum and the National Curriculum is enriched daily by the teaching of the Greek language, culture and religion.

Rationale

Personal, Social, Health and Citizenship Education (PSHE) takes place throughout all aspects of Academy life. It contributes to the development of a pupil's individual identity, sense of self-esteem, direction in life and ability to be resilient. It contributes to a pupil's emotional development and maturity. All of these things depend upon the pupil's active participation in the learning process. A pupil's different experiences at home and the age at which they enter Academy mean that they will be at very different stages of personal development in the Reception Class and as they progress through the Academy.

Academy Statement

PSHE permeates the ethos of the Academy and is taught within the formal curriculum, which can be accessed through Greek lessons, R.E, Science, Humanities and Literacy. The main objectives of our Academy's PSHE curriculum is to sensitively support and promote attitudes, practice and understanding conducive to good physical, mental and emotional health and healthy lifestyles. The Academy works in partnership with governors, parents and the wider community so what is learned in Academy may be supported by appropriate experiences at home and in the community.

PSHE is about people and how they develop and fit into an ordered society. The programme aims to develop pupils' skills in relation to how they manage themselves and how they relate to others. It aims to provide opportunities for pupils to explore attitudes and feelings independently and with others.

Aims

- to develop a pupil's personal identity, and high levels of motivation
- to develop positive social interaction and the skills to live with
- to play an active role as future citizens and members of society
- to enhance self-esteem, and the development of motivation
- to develop the individual to be independent, enabling him/her to make informed choices and decisions
- to encourage pupils to make informed choices when confronted with media stereotypes and peer pressure

- to improve interpersonal skills developing pupils who can work independently or collaboratively
- to promote the acceptance and development of pupils' sense of responsibility for their actions, and their ability to contribute to and accept rules
- to promote pupils' ability to recognise and deal with change and transition
- to develop spirituality
- to increase understanding of the Academy as a community, and of the wider community
- to promote the ability to recognise feelings and manage their impact on behaviour
- to promote the importance of physical, social, emotional and mental well-being
- to promote a healthy lifestyle

Values relating to PSHE are reinforced to pupils through positive role modelling by staff. Consequently, pupils' awareness of physical, emotional, spiritual, and health issues are broadened as these issues permeate the ethos of the Academy.

Teaching through & in other curriculum areas and Greek Lessons may include: emotional literacy, stories that develop empathy & aspects of personal & social development, discussion & debate, health and safety, healthy eating/food technology, using the internet to locate information relating to PSHE topics, experiences & diversity within societies past & present, topical issues concerning environment, and values & practices that underpin & influence personal & social issues & relationships.

Teaching Methods & Approaches

Effective teaching of PSHE uses a range of teaching strategies, which takes into account the needs of students with SEN. Opportunities for teaching PSHE include: group work, circle time, debate, discussion, role play, Academy council meetings, assemblies, special themed events such as Health & Fitness Week and the use of visitors and outside agencies.

The teaching strategy of circle time, (quality circles) is a key to developing life skills. This involves the teacher as a facilitator enabling and guiding and thereby allowing pupils to learn about themselves and their interactions with others as various issues and themes are discussed and explored.

Where visitors are used to support and extend classroom teaching, they should be used to complement the Academy scheme of work and will be issued with a code of conduct (see Appendix 3). A teacher should always remain present and retain overall responsibility in the classroom.

The School Council meets regularly to enable all pupils' opportunities to voice their opinions and concerns.

The PSHE programme will incorporate a Sex and Relationships Education and Drugs Education Programme (see Appendices 1 & 2). Staff professional development will take place through Inset Days and staff meetings, during which time resources and guidance for teaching PSHE, Citizenship, Sex and Relationships and Drugs Education will be viewed and discussed. There may also be opportunities for staff to receive training in the teaching of SRE & Drugs Education through the Croydon Healthy Academy's Programme. Performance Management meetings also provide the training needs of staff to be identified.

Pupil assessment and progress will be related to parents during parents' evenings and in end of year reports. This will draw upon subject topic coverage and pupil interaction in addition to QCA end of Key Stage statements.

Resources

The resources selected relay positive images and reflect the values that the Academy wishes to promote. These resources provide breadth and balance, are factually accurate and up-to-date and are free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability. The resources used support and facilitate an active learning approach to PSHE. They also provide opportunities to challenge misconceptions and stereotyping and misinformation, especially those perpetrated through the media. Where appropriate, outside agencies will be used to support and enhance the delivery of lessons.

Links to Pastoral Systems & Community Services

The Greek language which incorporates aspects of Greek culture and religion is taught for Early Years 30 minutes, KS1 40 minutes and KS2 45 minutes daily by specialist teachers from Cyprus and Greece. Pupils' awareness, knowledge & accessibility of pastoral services within the Academy include the Academy Council and Playground Buddies. The Academy has arrangements in place to refer pupils to specialist services who can provide professional advice, where necessary. Information and guidance on Parent Line is also available during Parents' Evenings, displayed information on Child Line and Parent Line is also available.

Specific Issues

The teaching of PSHE involves dealing with sensitive and controversial issues, such as sex, drugs, racism, religion and politics. These topics may sometimes elicit an explicit or difficult question from a pupil. When deciding to answer such questions, individual teachers must use their skill and discretion and it must be remembered that questions do not have to be answered directly and can be addressed later. In preparation for the teaching of PSHE with regards to dealing with sensitive issues, teachers have been made aware of the need for group agreements, distancing techniques and not letting personal beliefs affect their judgement.

During some PSHE lessons, pupils will have opportunities to write questions anonymously, which will be addressed either at the end of the lesson or shortly afterwards, giving the teacher time to prepare answers, or choose not to respond to any questions which are inappropriate. Teachers will not be drawn into providing more information than is appropriate to the age of the child.

The boundaries of will be made clear to children. If a pupil discloses information which is sensitive and requests for it not to be passed on, the request should be honoured unless this is a Child Protection issue, which will be **immediately** referred to the Child Protection Officer

Every staff member is aware of the Academy's child protection and safeguarding procedures, which will also be shared with relevant outside agencies or personnel as required. Concerns of this sort will be recorded and passed on to the Academy's Child Protection Officer.

Other issues likely to arise from dealing with topics such as bereavement and drugs education may be passed on to the Inclusion Manager

Links with other policies

Other Academy policies related to PSHE include: Whole Academy Food Policy, Child Protection, Behaviour, Anti-bullying, Health & Safety and Smoking Policy.

Dissemination, Monitoring & Evaluation

This policy will be shared with teachers, Trust members, and will be available to parents upon request. Staff will be given guidance and opportunities to develop their thinking and skills in the delivery of PSHE through staff meetings and Inset sessions. These sessions will also provide opportunities for staff to be informed of relevant PSHE/Healthy Academy's information shared during Network meetings.

References: Healthy Academy's Guidance – A Model PSHE Policy (including SRE & Drug Education) Croydon, 2005
DfES, SRE Guidance, 2004

Date of policy review: September 2016

Appendix relating to Sex & Relationship Education (SRE)

Definition of SRE

"It is lifelong learning about physical, moral & emotional development. It is about the understanding of the importance of marriage for family life, stable & loving relationships, respect, love & care. It is also about the teaching of sex, sexuality and sexual health."

The objective of SRE is to help & support young people through their physical, emotional & moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves & others & move with confidence from childhood through adolescence into adulthood."

SRE Guidance (DfES 2004)

It has three main elements:

- attitudes & values
- learning the importance of values & individual conscience & moral considerations;
- learning the value of family life, marriage, & stable & loving relationships for the nurture of children;
- learning the value of respect, love & care;
- exploring, considering & understanding moral dilemmas; &
- developing critical thinking as part of decision-making.
- personal & social skills
- learning to manage emotions & relationships confidently & sensitively;
- developing self-respect & empathy for others;
- learning to make choices based on an understanding of difference & with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; &
- learning how to recognise & avoid exploitation & abuse.
- knowledge and understanding
- learning & understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions & relationships.

Provision & Delivery of SRE

The PSHE Coordinator will be responsible for coordinating SRE. SRE will form part of the PSHE curriculum and will be taught throughout all the key stages. Many of the skills learned

in PSHE are transferable to SRE. Much of SRE in Key Stage 1 will be taught as Relationships, Differences and Changes and will be taught solely by the class teacher. In addition to this, in Key Stage 2, the teacher will be the main person to teach SRE, however, outside agencies & personnel, such as the Academy Nurse, will be used to support & enhance its delivery.

The following resources will be used to complement the teaching of SRE, in addition to discrete topics within the Science Curriculum:

- SEAL - KS1 & 2: Relationships, Good to be me, New Beginnings, Changes
- 'All That I Am' DVD resources in Years 5 and 6. (A Diocesan Department of Religious Education resource)
- Parts of the Croydon Sex and Relationship Schemes will be used; the parts used will be evident in the planning for teacher's PSHE lessons

- Parts of the book 'A Journey Through Love' may be used; this will be evident in planning.

Other resources may be used as deemed appropriate by the class teacher and PSHE Coordinator.

Parents' right to withdraw their children

Parents will be given opportunities to view resources & discuss the outline of their child's SRE prior to it being delivered. Parents have the right to withdraw their children from all or part of the SRE provided at Academy except for those parts included in the statutory National Curriculum. All parents wishing to withdraw must discuss their concerns with the Headteacher, Deputy Headteacher or PSHE Coordinator first.

Sex and Relationship Education Organisation

SRE forms part of our PSHE curriculum and is taught throughout all the key stages. Many of the skills learned in PSHE are transferable to SRE. Our teachers are the people to teach SRE but outside agencies and personnel can be consulted to support and enhance their delivery. We feel it is important the children are taught sensitive issues by staff they know and trust. It is normal practise for more than one teacher to deliver this information, and where appropriate (e.g. question time) we may use relevant genders where possible.

The SRE themes taught to each year group are:

Year R	Myself and others, Relationships, Family networks, Body awareness, Hygiene
Year 1	Myself and others, Relationships, Body Parts , family, Friendships and Choices
Year 2	Relationships, Body Development , Looking after the body, Safety, Secrets.
Year 3	Relationships, Self Esteem, Differences and similarities , Decision making, Safety.
Year 4	Relationships, Emotions, Change , Assertiveness.
Year 5	Relationships, Support Network, Puberty & Hygiene, Reproduction & Pregnancy.
Year 6	Resolving conflicts in relationships, Taking risks.

Parents right to withdraw their children

Parents have the right to withdraw their children from all or part of the Sex and Relationship education provided at Academy except for those parts included in the statutory National Curriculum (Science) which are indicated in '**bold**'.

Appendix relating to Drugs Education (Alcohol, Tobacco and Volatile Substances)

Rationale

Drug use & misuse have become increasingly common in our society. The Academy recognises the need to prepare & equip young people for life in a drug using society. It is vital that the Academy sends a clear message to the whole Academy community that the possession, use or supply of illegal or unauthorised drugs is unacceptable.

This policy has been written in consultation with the Deputy Headteacher, a member from the Academy Trust and FOSC (Friends of St Cyprian's). It applies to staff, pupils, parents/carers, governors & external agencies. Occurrences off Academy premises while on Academy business, including Academy visits should also be handled with reference to the Academy's drug policy and using the Croydon Serious Incident procedure, which is on display in the Academy.

Aims

The purpose of a Drugs Education Policy at St Cyprian's Greek Orthodox Primary Academy is in accordance with the following DfES guidance for Academy's (2004):

- Provide pupils with opportunities to develop their knowledge, skills, attitudes & understanding about drugs & appreciate the benefits of a healthy lifestyle
- Clarify the legal requirements & responsibilities of the Academy
- Reinforce & safeguard the health & safety of pupils & others who use the Academy
- Clarify the Academy's approach to drugs, for all staff, pupils, governors, parents/carers, external agencies & the wider community
- Give guidance on developing, implementing & monitoring the drug education programme
- Enable staff to manage on Academy premises & any incidents that occur with confidence & consistency, & in the best interest of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education & the values and ethos of the Academy
- Provide the basis for evaluating the effectiveness of the Academy drug education programme & the management of incidents involving illegal & other unauthorised drugs
- Reinforce the role of the Academy in contributing to local & national strategies

Staff with Key Responsibilities for Drugs

The PSHE Coordinator will have overall responsibility for the policy, schemes of work, outside visits/visitors, & ensuring delivery is up to standard. This will be done in consultation with the, Substance Misuse Coordinator (Head Teacher), Deputy Headteacher and PSHE Governor.

Objectives of Drug, Alcohol and Tobacco Education

To increase pupils' knowledge & understanding & clarify misconceptions about:

- The short-term & long-term effects & risks of drugs
- The rules & laws relating to drugs
- The impact of drugs on individuals, families and communities
- The prevalence & acceptability of drug use among peers
- The complex moral, social, emotion & political issues surrounding drugs

To develop pupils' social & emotional skills so they can make informed choices & keep themselves safe & happy, including:

- Assessing, avoiding & managing risk
- Managing effectively
- Resisting pressures
- Finding information, help & advice
- Devising problem solving & coping strategies
- Developing self-awareness & self esteem
- To enable pupils to explore their own & other peoples' attitudes towards drugs, drug use & drug users, including challenging stereotypes & exploring media & social influences (Drugs – Guidance for Academy's, DfES, 2004)

Drugs Education Programme

Our Drugs Education Programme follows the Drug, Alcohol and Tobacco Education Islington Scheme of Work. The Drugs Programme may be taught in conjunction with visits from the Police. For Year 4, books recommended by the Police Community Clubs of Great Britain are used to teach Drug Education.

Management of Drugs at Academy

In the event of the suspicion of a drug related event, the Head Teacher (Child Protection Officer) would be immediately notified in order to assess the situation. Appropriate questioning would take place in the presence of two adults to define the situation. If necessary, parents and police would be notified. Careful attention will be given to the confidentiality of those involved.

In the event of parents/carers who are under the influence of drugs on Academy premises, the Head Teacher would deal with the person/people directly to discuss the inappropriateness of the situation on Academy property. If the situation repeatedly occurred, or if it was obvious that the person/people were causing a threat to himself or herself or any other person in the Academy, the police would be immediately notified.

Drug problems rarely occur in isolation. Therefore, appropriate responses may need a holistic approach rather than focusing solely on drugs. Possible responses may include: referral, counselling, behaviour support plans, inter-agency programmes, fixed period exclusion or pastoral support programmes. Advice would also be sought from the Academy Drug Adviser, (Tel: 0208 274 6398) and the LEA Press Officer, (Tel: 0208 760 5644).

Some responses may serve to enforce & reinforce Academy rules. This will be dependent on the seriousness of the incident, the identified needs of the pupil within the wider Academy community & consistent with Academy rules & known disciplinary action for breaches of such rules.

Medication for children such as inhalers and Epipens will be labelled with the relevant child's name and kept in the classroom (inhalers) or Academy office (Epipens). Inhalers are administered by pupils under adult supervision. Epipen is administered by a responsible adult who has received appropriate training. In general, antibiotics and other medications are administered by parents. Special arrangements can be organised with the Head teacher on request.

Involving the police

The Croydon Serious Incident Procedure will be used to involve police when dealing with drug-related incidents in Academy's. As outlined above, the police will generally not be involved in incidents involving legal drugs, unless the person/people involved are causing a threat to themselves or others. However, the Academy may inform Croydon Trading Standards (Tel: 0208 407 1310), or Croydon Police Academy's & Youth Unit (Tel: 0208 649 0271) about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the local area.

In the event of a drug incident in Academy, staff will refer media enquiries to the Headteacher who can get advice from the LEA Press Officer and Academy Drug Advisor.

Definitions and terminology

DRUG – this includes alcohol and cigarettes, all illegal drugs, volatile substances, and over-the counter prescription medicines.

ILLEGAL DRUGS – Class A: crack, cocaine, ecstasy, heroin, LSD, amphetamines for injecting, magic mushrooms

- Class B: amphetamines
- Class C: Cannabis, GHB, Steroids, Valium, Temazepam, Diazepam.

AUTHORISED DRUGS: Principally medicines and any other drugs sanctioned for legitimate use (such as alcohol stored securely for a raffle, safe storage and use of hazardous chemicals).

DRUG USE: The consumption of any drug. All drug use, including use of medicines, has the potential to cause harm.

DRUG MISUSE: Drug taking through which harm may occur, whether through intoxication, breach of Academy rules or the law, or the possibility of future health problems.

DRUG ABUSE: Drug taking which harms health or functioning. It may be part of a wider spectrum of problematic or harmful behaviour.

Working with Outside Visitors

All community-based agencies that visit Academy St Cyprian's Greek Orthodox Primary Academy to provide curriculum support are issued with the following Code of Conduct:

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

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

- the adult has been CRB checked by the Academy or another agency (they will not be left without a St. Cyprian's Greek Orthodox V.A. Primary Academy member of staff when with the children)
- 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
- Academy/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.

