



Roman Road Primary School Policies for:

PSHE (including P4C, DRUG EDUCATION AND INCIDENT, SRE)

Policy date:

November 2017

Review:

November 2019

PSHE POLICY STATEMENT

Personal, Social, Health Education and Citizenship contributes to Roman Road Primary School's curriculum by teaching pupils the skills, knowledge and understanding to lead confident, healthy and independent lives and to become informed active and responsible citizens.

PSHE and Citizenship includes work in curriculum time and a wider range of activities and experiences across and beyond the curriculum, including raising money for charity, participating in themed weeks such as Anti-Bullying Week and creative, expressive art opportunities. HeadStart is a new program that has been introduced to teach children resilience skills and how to bounce back with the help of Youth Practitioners. Children are able to discuss their emotional and mental health in circle time and PSHE lessons, and a worry box is in all classrooms. SEAL assemblies are held every week and discuss *Getting on and Falling out*, *Good to be me* and *New Beginnings*.

PSHE and Citizenship offers children opportunities to:

- Reflect on their experiences and understand how they are developing personally and socially.
- Promote awareness of pupils' rights, duties and responsibilities as individuals and as members of their communities. This will also help pupils to form effective and fulfilling relationships that are essential for life and learning.
- Learn about and respect the diversity of and differences between people with a link to British Values.
- Recognise and utilise their rights to safety and privacy, with a focus on safe internet use.

FOUNDATION STAGE AND KEY STAGE 1

During the Foundation Stage and Key Stage 1 pupils learn about themselves as developing individuals and members of their communities, building on early learning goals for personal development. The children develop skills and

positive attitudes for forming relationships and learning to work with others as a basis for all later learning. They learn the basic rules for keeping themselves healthy and safe and managing their behaviour. The children have the opportunity to show they can take some responsibility for themselves. They begin to learn about their own and others' feelings and become aware of the views, needs and right of others of whatever age. As members of a class and school community they learn social skills such as how to share, take turns, play and resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood, meeting members of local community such as police officers, as well as road safety.

KEY STAGE 2

During Key Stage 2, pupils learn about themselves as growing and changing individuals and members of their communities with more maturity, independence and self-confidence. They learn about the wider world and the interdependence of communities within it. They develop further their sense of social and moral responsibility and begin to understand the effects of their own choices and behaviour in relation to some of the main local, national or global issues and the political and social institutions that affect their lives. They learn how to participate more fully in school and community activities through the school and class councils. As they begin to develop into young adults they face the transitions this brings, notably the onset of puberty and transfer to Secondary School, with support and encouragement. They are taught to make more confident and informed choices related to their health. This is then linked to SRE, with units covering 'family life,' emphasising not all families are the same but teaching acceptance, with opportunities for children to understand homophobia and transphobia are unacceptable. The children learn how to become more confident and independent and become able to take more responsibility, individually and collectively, for their own learning, and to resist bullying.

The curriculum has recently been updated and modernised to include e-safety continuously and progressively throughout the year groups, with an emphasis on staying safe online, what is a digital footprint, social media and trolling, and what constitutes online bullying, and not giving in to peer pressure on social media.

ACCESS TO PSHE AND CITIZENSHIP

Classes at Roman Road will have at half a day each half term to teach PSHE and P4C. Children also access PSHE through weekly twenty minutes assemblies using SEALS material. They also have a weekly follow up assembly in class for twenty minutes. Children have the opportunity to meet with members of the community on a regular basis, e.g. police, fire brigade, drug workers, school nurse etc.

EQUAL OPPORTUNITIES

PSHE and Citizenship should be fully accessible to all children regardless of race, gender, physical disability or special educational needs. Children of all abilities should be given an equal amount of time with the teachers and professionals. Tasks should be tailored to suit individual needs.

Inclusion Statement

We believe that all children at ROMAN ROAD PRIMARY SCHOOL should have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in order to make the maximum progress and demonstrate achievement irrespective of ability (including Gifted and Talented) or special educational needs, gender, ethnicity, language group, disability, religious beliefs or social circumstances.

Where pupils have special educational needs which are not identified as being learning difficulties, but requires other special provision(e.g. the use of technological aids in practical and written work) then we will as a school, endeavour to make appropriate provision for such children.

We aim to do this by:

- taking the individual needs of children into account using language which is appropriate to each child's ability
- avoiding the negative use of written, spoken and body language
- choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid gender stereotypes
- choosing resources which are user friendly and easily accessible to all children
- showing in our planning how tasks are differentiated and targeted for children of differing abilities
- ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

MONITORING, ASSESSMENT AND EVALUATION

Assessment of PSHE and Citizenship is planned for at the beginning of the topic. The planner for PSHE allows for evaluation and assessment of each topic taught. We assess who within each class are working at, below or above age expected levels. Here the class teacher and the PSHE co-ordinator can see whether the children have achieved the learning outcomes of the lessons and find out what needs to be done to make the lessons better the following year. Assessment will also be recorded in the end of year reports.

INTERNET AND RELATED TECHNOLOGIES

We are committed to educating our learners around topics such as internet safety and cyber bullying, peer pressure online and what to do in a variety of situations online, teaching children how to stay safe and enabling

them to employ appropriate responses to unwanted messages or online bullying. Staff have CPD training on social media, safe internet use, and children are well aware of safe and appropriate online behaviour. Each term children cover e-safety, and now thanks to the updated scheme of work, each KS2 year group will have at least two units in the year that explicitly cover the above online issues.

COMMITMENT TO BRITISH VALUES

Roman Road is committed to the teaching and incorporation of British values. These are linked throughout cross curricular teaching within the curriculum.

For example-

Science links with health, from how to brush your teeth in KS1, to how to live a healthy lifestyle in year 6.

Religious Education links, belonging to a community and diversity, with each class presenting a class assembly based around a different Religious festival.

Links with the environment and how to respect the area that they live in,

Diversity which is promoted by studying books from other cultures in English, through Religious Education, and visits to local temples, mosques and churches.

Democracy, in PSHE we discuss why do we have rules when living in a community and learn more about the role of Parliament.

For more on these cross curricular links see Appendix 1.

Through our provision of SMSC, we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;

- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Roman Road Primary

PSHE and Citizenship Curriculum Map KS1

Year Group	Autumn	Autumn 2	Spring	Spring 2	Summer 1	Summer 2
1	<p><u>Rules</u></p> <p>Why the school and class room rules are important. How to play, listen and work with each other.</p>	<p><u>Choices</u></p> <p>Choices made and consequences of actions.</p>	<p><u>Ourselves in contrast to others</u></p> <p>About ourselves and in contrast to others- celebrating diversity.</p>	<p><u>Setting goals</u></p> <p>Goals and reasons and rewards for achieving</p>	<p><u>Living & Growing Unit 1</u> Programme 1 : Differences <u>Changes</u></p> <p>Body parts and gender. See attached notes</p> <p>Secrets and surprises- difference between them- the importance of not keeping adults secrets not surprises</p>	<p><u>How to respond in an emergency</u></p> <p>Immediate, community and people in society that help us</p>
2	<p><u>Rules</u></p> <p>Why the school and class room rules are important. How to play, listen and work with each other.</p>	<p><u>Relationships- anti-bullying</u></p> <p>Being part of a group. Knowing that everyone is special and unique. Anti-bullying.</p>	<p><u>Animals and us</u></p> <p>Similarities differences. Fairness, respect, kindness To know how to look after animals and the environment, and treat with respect. (look at the farm)</p>	<p><u>To know how to stand up for myself at the right time- staying safe online online</u></p> <p>Do ch know when to stand up for themselves and how? Do children know how to stay safe online?</p>	<p><u>Living & Growing Unit 1</u> Programme 1 : Differences <u>Changes</u></p> <p>Body parts and similarities and differences between males and females. See attached notes Discuss- To judge what kind of physical contact is acceptable, comfortable,</p>	<p><u>Getting On and Falling Out</u></p> <p>Friendship, fairness treating each other with respect</p>

					unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)	
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Roman Road Primary
PSHE and Citizenship Curriculum Map KS2 Lower

<u>3</u>	<u>Rules</u> Why the school and class room rules are important. How to play, listen and work with each other.	<u>Relationships- anti-bullying (online and in real life) and celebrating diversity.</u> Being part of a group. Knowing that everyone is special and unique. Anti-bullying.	<u>To be able to identify triggers and solutions to anger.</u> To know what their triggers for anger are. To identify how our bodies change when we get angry. To think of ways to stay calm.	<u>Keeping safe in real life and online</u> I know how to keep safe online and in real life To know the difference between risk, hazard and danger. What to do if someone is making you feel uncomfortable, pressured or anxious.	<u>Living & Growing</u> Unit 1 Programme 2 : How did I get here? Programme 3 : Growing Up Includes life cycle of a baby in the womb and how they have changed since reception. Discuss- H ow to respond to physical contact. What we should and should not agree. When you should break and share a confidence or secret.	<u>Drug Ed (peer pressure, social media)</u> Good and bad drugs. Distinguish with medicine .Anti-smoking. Dangers, health problems, social draw backs. Link to dares- recognise and manage ‘dares’
<u>4</u>	<u>Democracy</u> Discussion on democracy and what it is. Link to British Values.	<u>Getting on and Falling Out (online safety)</u> Friendship, fairness treating each other with respect. How does teamwork improve society	<u>Children’s rights- human rights</u> Compare and contrasts human rights with children from oppressed societies What are these charities doing to help these people?	<u>Good to be me (peer pressure online)</u> Explore reasons why pupils should be proud of themselves. Focus on self esteem, pupils achievements Whatever, whoever you are, strive to	<u>Living & Growing</u> Unit 2 Programme 4 : Changes Programme 5 : How babies are made. Also includes how bodies change at puberty. How children moods	<u>Respect for property</u> In relation to school, homes and building in community and society in general. Police- to come in and talk to children what happens in an emergency, robbery.

			What can you do for charity?	achieve your best. Paralympics, TV personalities.	change at puberty. See attached notes.	
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Roman Road Primary
PSHE and Citizenship Curriculum Map KS2 Upper

5	<u>Jobs and money</u> Ambition and aspirations. Salary and wages.	<u>Managing mental health- link to social media representation of images and self-esteem</u> To be able to understand emotional wellbeing. What to do if feeling depressed or anxious.	<u>Staying safe online</u> To discuss and understand different indirect and direct cyber bullying. What can YOU do to end cyber bullying? Turning negatives into positives.	<u>Money</u> To understand the value of money. Where does it come from and how to manage money.	<u>Living & Growing</u> Unit 3 Programme 7 : Girl Talk Programme 8 : Boy Talk These two programmes look at young people talking with friends, with the emphasis on reassuring young people about the normality of puberty and adolescence	<u>Drug Ed- Alcohol</u> <u>Social media representation of alcohol</u> What are the commonly available substances that the children are aware of? What are their affects and risks? What does the law say? How does the media portray drugs? Focus on alcohol.
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6	<p><u>Staying safe online</u></p> <p>To be able to understand the consequences of online activity. Digital footprint</p>	<p><u>Peer pressure in real life and online and consequences of actions</u></p> <p>Children to discuss online peer pressure and how things can escalate.</p> <p>What to do if you feel pressured into something online</p>	<p><u>Rights of a child</u></p> <p>To be able to understand the rights of a child- Link to British Values</p>	<p><u>Enterprise</u></p> <p>Making and selling something for the summer fair</p>	<p><u>Living & Growing</u></p> <p>Programme 5 : How babies are made Programme 6 : How babies are born.</p>	<p><u>Transitions (Including good to be me</u></p> <p>Moving on to secondary school. Maintaining self-esteem, knowing what being brave means, doing the right thing. Change, loss, bereavement. Road safety when going to your new school</p>
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Year Group:

Topic:

PSHE AND CITIZENSHIP PLANNER

Aims and desired outcomes for each unit	Activities / Plan and Cross Curricular Links	Unit / Schemes of Work used	Key Questions	Key Vocabulary	Differentiation
Autumn 1					
Autumn 2					
Spring 1					
Spring 2					
Summer 1					
Summer 2					

PSHE / Citizenship Assessment and Evaluation

Year Group:

Term:

Topic:

Evaluation of unit.

What went well:

How can the unit be improved:

Names of children who exceeded expectations	Names of children who met expectations	Names of children who didn't achieve expectations

Year 1

Living & Growing Unit 1
Programme 1 : Differences

The Mystery of the Missing Cat

In the first five minutes of the programme the children meet Jamahl & Vicky, two children of their own age, who have a problem. Jamahl's cat Mogsie is missing. During their search for Mogsie (who Jamahl thinks is a boy cat) they explore the differences between Mogsie and the other pets in the house. Eventually the children find Mogsie who has been hiding away to give birth to kittens. The children see a *kitten being born* and *kittens feeding from their mother*.

Jamahl and Vicky discuss the fact that Mogsie has to be a girl cat because boy cats can't give birth to kittens. They think about the words *he* and *she*.

The last two minutes of the programme encourage the children to think about how they are the same, through the *naming of the main body parts*. This prepares the children for more detailed teaching which takes place in Year 2.

Science Curriculum – Sc2 : Life Processes and Living Things

Objective 4a : to know the similarities and differences between male and female

Year 2

Living & Growing Unit 1 Programme 1 : Differences

The first seven minutes of the programme follow exactly the same content as that shown to the children in Year 1. They see a *kitten being born* and *kittens feeding from their mother*. They are led to an understanding that *only female animals can have babies* and the *main body parts are named*.

During the second part of the programme Jamahl and Vicky are in a children's playground. They notice that boys and girls are doing exactly the same things, whether they are climbing or crying. Next they visit a baby clinic where babies of both sex are being weighed. This leads to a cartoon presentation of children's external sexual body parts, lasting about ten seconds. Jamahl and Vicky use the correct vocabulary of *vagina* and *penis* when they are talking about the babies.

The last five minutes of the programme take place at a skating rink where Jamahl and Vicky are talking with their friends. Direct comparisons are made between their hair, eye and skin colour, hand/foot size and other physical features. The theme of this last section is that our differences make us special – *There's only one of me so I'm the only special one*. They discuss their likes and dislikes and agree that *being different doesn't stop them from being friends*.

The follow up activity for this session will be a personal profile 'I like

Science Curriculum – Sc2 : Life Processes and Living Things

Objective 4a : to know the similarities and differences between male and female
and to have considered gender stereotypes

Objective 2a : to be able to name the main parts of the body

Personal, Social & Emotional Education

Emotional Health : to understand the importance of valuing themselves and others

Year 3

Living & Growing Unit 1

Programme 2 : How did I get here? Programme 3 : Growing Up

Jamahl and Vicky have been shopping for puppets with their Aunt Laura. Aunt Laura's 'bump' gets in the way of their cuddles when they say goodbye. Jamahl and Vicky use their puppets to talk about *where babies come from*. They talk about a baby needing a mum and a dad and discuss which bits of themselves come from mum or dad. Other children are seen discussing who they take after.

Aunt Laura and her husband go to the hospital for a scan. The *life cycle of a baby in the womb* is shown, in cartoon and scan image. Jamahl and Vicky wonder *how the baby feeds and breathes in the womb* and the function of the *umbilical cord* is explained. The vocabulary of *egg* and *sperm* is introduced briefly.

In Year 3's second programme it is Jamahl's birthday; he is 7. During the first five minutes the children attend Jamahl's party which is taking place at a farm centre. The children see *ducklings hatching, a lamb being born and goats being bottle fed*. They are prompted to make the connection between the baby animals and their growth into adult animals as a *cycle of life*.

As well as Jamahl's friends, older family members attend the party. The children will see a brief image of a *baby being breast fed*. The children next see cartoon images of *changes in children's body shapes*, followed by real images of different children growing up.

The last five minutes of the programme develops discussion about what the children can do now compared to when they were younger. They also discuss how their likes and dislikes have changed.

The follow up activity will be 'What did you like as a baby, now and what do you think you will like as an adult?'

Science Curriculum – Sc2 : Life Processes and Living Things

Objective 1b & 2f : to develop ideas relating to life cycles, growth & change

Objective 2f : to understand that babies grow and change

Personal, Social & Emotional Education

Emotional Health : to begin to think about their life as an adult

Year 4

Living & Growing Unit 2

Programme 4 : Changes Programme 5 : How babies are made (introduction only)

The children are introduced to two older characters, Leon and Caidey. Leon has just moved and is unpacking in his bedroom. Caidey teases him about some of his old toys. This leads to a discussion about *when they were younger*, their friends and *how they are different now*. Leon and Caidey later meet friends at the swimming pool and in the pool the children see *different body images*, young and old, including *a pregnant woman*.

The children revisit a baby clinic (footage they have already seen in Year 2) and next see cartoon images of how *boys' and girls' bodies change at puberty*. *Puberty* is explained briefly. They discuss changes in their lives and begin to discuss their *moods*.

This theme continues in the next programme. The scene is Leon's family housewarming party. Lots of friends and family attend and the question discussed is *'What does being friends mean to you?'* Children and adults discuss their *relationships*. The question of *acceptable touches* between friends and family members is discussed. The children meet Caidey's Aunt Jo and her partner Richard.

At the party Leon and Caidey carry out a survey 'Why do you like each other?' The main responses revolve around ideas of trust, love, friendship, talking to each other, helping each other out with problems.

Programme 5 finishes there for Year 4 children. The remaining material is the basis of Year 5 teaching. However, there will be a separate session for girls in preparation for *menstruation*. This will be lead by jointly by the School Nurse and Deputy Head.

The children will produce a 'Me' Fact File as a follow up activity.

Science Curriculum – Sc2 : Life Processes and Living Things

Objective 1a & 2f : to recognise how the body changes as they approach puberty

Objective 2f : to understand how their emotions may change as they approach puberty

Personal, Social & Emotional Education

Relationships : to understand different types of relationships

Year 5

Living & Growing Unit 3

Programme 7 : Girl Talk Programme 8 : Boy Talk

These two programmes look at young people talking with friends, with the emphasis on reassuring young people about the normality of puberty and adolescence.

In Girl Talk, the video is presented by an ‘Agony Aunt’ who talks about letters she receives from girls who are worried about the body shape, size and image as well as all their feelings about boys and the things which will happen to them as a result of growing up. She explains how and why periods happen. Girls from a pop group also talk about their first experiences.

The video Boy Talk is presented by a well known tv presenter, Dr David Bull. He encourages the children to realise that their about girls are perfectly normal. Teenagers also talk about their experiences of their voices breaking, spots and shaving, wet dreams and masturbation. There is an image showing ejaculation. worries about body image and change, mood changes and arguments and feelings

Programme 9

This programme revisits a constant theme within all the programmes, that of sexual stereotyping. It also alerts children to the way that the word ‘sex’ is used to draw attention in shops and in the media. Condoms are discussed. There is a brief explanation of the legal position relating to sex between adults in this country.

If pupils are withdrawn from sessions, parents should be aware that children may discuss the content of the lessons in the playground or it could arise spontaneously from class discussion or at any other time than in the specific lesson.

Year 6

Living & Growing Unit 2

Programme 5 : How babies are made Programme 6 : How babies are born

The children will review the early part of Programme 2, which they saw last year. This dealt explicitly with the *importance of relationships*, the *value of the family and relationships formed within it* and *how they have changed* through the eyes of Leon and Caidey who introduce the programme.

The remainder of the video deals with the scientific aspect of human reproduction. The vocabulary of *sperm* and *egg* is developed using real images to show *cell division* and the gradual *growth of the baby in the womb*.

During the second programme the children see Leon, Caidey, Aunt Jo and Richard on a family outing. Leon asks Aunt Jo what it is like to have a baby growing inside her. The children see Aunt Jo having her scan. The children later see Aunt Jo in hospital after she has had her baby.

The programme uses real images as well as cartoon images to deal with the *development of the foetus* in more detail. The purpose of the *umbilical cord* is also discussed and the whole *cycle from conception in the womb to birth* is seen in cartoon form. There are no real images of childbirth; cartoon images are viewed as if from above and are not at all realistic.

There will be a separate session for girls in preparation for *menstruation*. This will be lead by jointly by the School Nurse and Deputy Head.

Science Curriculum – Sc2 : Life Processes and Living Things

Objective 1a & 2f : to recognise how the body changes as puberty approaches

to understand that menstruation & changes to a boy's body are a normal part of growing up

to understand the process of reproduction and the development of the baby in the womb

Personal, Social & Emotional Education

Relationships : to understand the importance of loving, caring relationships between couples and the value of the family and relationships between it

Philosophy for Children Policy

POLICY STATEMENT

At Roman Road Primary, we have decided to develop the concept of Circle Time. We understand that it contributes to Roman Road Primary School's National Curriculum by helping to give teachers and children a simple way of structuring class discussion time. It meets National Curriculum criteria on speaking and listening. It also addresses issues concerned with spiritual and moral development. Circle Time helps children learn about the differences and similarities between themselves and the rest of the class. It helps them reflect on their own individual development and their social development within the group. Circle time can take place within a PSHE and Citizenship lesson, but also, fortnightly, every child will take part in a philosophical enquiry. The enquiry works slightly differently from a conventional circle time, but the skills being used are very similar.

SKILLS, KNOWLEDGE AND UNDERSTANDING

Children learn many different skills in Circle Time and in a philosophical enquiry, including speaking and listening. It is a springboard to make children aware about their peers regarding their views, concerns and feelings towards different subjects. This greater knowledge will help teachers trying to generate empathy and tolerance of each other's differences and needs. It will help build a better atmosphere in the classroom. Children can meet together to discuss many different issues, but each enquiry/circle time has to have certain essential characteristics:

- The ground rules must be set at the start by the children and referred to each time
- Everyone joins in on an equal footing

- The children know that their opinion is not wrong, but that they must be able to back it up
- It is a time for the children's own concerns/questions
- It provides a structure for problem-solving and sharing
- Children do not have to earn the right to participate
- Children do not have to struggle to be heard
- Everyone has the responsibility to listen and the opportunity to speak
- The teacher acts as the facilitator and not a teacher

ORGANISATION

There are clear rules to be upheld in this time. They should be elicited from the children and should cover the following:

1. You are allowed to pass.
2. You will listen when someone else is speaking.
3. You will not judge people or make fun when they talk.
4. Confidentiality- we don't spread any gossip about the things talked about, but the teacher may have to tell another adult what was said if s/he is concerned about something.

The classroom door should be closed to give the children they idea that this time is a private time and no interruptions are accepted. This includes interruptions by other children or any adult in the school. A 'Do not disturb' sign should be placed on the door.

It should take place in the classroom and always begins with a **thinking game** led by the class teacher. The children need to be sat in a circle on chairs (but if there is a lack of space sitting on the carpet is accepted). The children are then introduced to the stimulus and have thinking time. The children come up with a question per pair and then the question that the children want to talk about is voted for. After this, the teacher becomes the facilitator and

does not offer views and opinions on what is being discussed. Instead they challenge the children to justify what they say and invite other children to agree or disagree and then again say why.

It is important to have a definite closing activity when each child gets the opportunity to say one last thing about the question, one thing that they learnt or something about the way they felt in the session.

ACCESS TO CIRCLE TIME AND PHILOSOPHY FOR CHILDREN

Each class at Roman Road Primary School will have an allocated time for a philosophical enquiry.

EQUAL OPPORTUNITIES

It should be fully accessible to all children regardless of race, gender, physical disability or special educational need. If children are disruptive during this time, then the teacher should endeavour to find ways to keep that child in the class and not send them out. During this time, the children should be self-regulating as they are in control of the discussion.

SEX AND RELATIONSHIP EDUCATION POLICY

POLICY STATEMENT:

Sex and relationship education (SRE) contributes to Roman Road Primary school's curriculum by helping pupils to develop the skills, knowledge and understanding to make confident and informed decisions about their development into young adults. Sex and relationship education should ensure that all pupils:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;

- can protect themselves and ask for help and support and
- are prepared for puberty

The aim of Newham's sex education policy (which provides the overall framework within which this school policy has been constructed), is to support schools in providing a spiral curriculum for SRE. This curriculum should equip young people with the knowledge, understanding and skills to make informed, responsible decisions about their own sexuality, sexual health and sexual relationships. This will:

- promote good health;
- enable children to avoid sexually abusive relationships, unplanned pregnancies and sexually transmitted diseases including HIV;
- promote a sense of self worth and well being;
- help children to respect themselves and others;
- respect, affirm and value children's own and others' sexuality;
- support schools in selecting materials and approaches according to the pupils' level of maturity
- provide information and support in the training of teachers and governors.

CONTENT OF THE SRE PROGRAMME

The PSHE and Citizenship co-ordinator and school nurse together have identified the main topic areas, which have become themes throughout the whole school SRE programme. Some SRE components are integrated into topic areas with cross-curricular links to Science and RE. Some items are repeated and developed as pupils move up through the school. The main subject areas are:

- differences in body parts
- body changes, growth and ageing
- puberty, physical and emotional changes

- personal safety
- where babies come from, pregnancy
- family types and sexuality
- emotional and moral aspects of relationships
- respect for themselves and others
- HIV and AIDS awareness

EQUAL OPPORTUNITIES:

Roman Roads Primary's SRE reflects its commitment to the principle of equal opportunities. This ensures the entitlement of all pupils regardless of race, gender or disability to develop their self-esteem and self-identity and to enable the confident participation of all children in the curriculum.

ORGANISATION OF SRE IN SCHOOL:

The curriculum manager for PSHE and Citizenship is responsible for SRE within the school. Each class teacher will be responsible for the teaching of SRE in his or her own class, supported by the school nurse when necessary. SRE starts in the Foundation Stage where how to look after their body is discussed. In Year 1 the children learn about growing and where they came from. Year 2 looks at relationships the children have with each other and different adults. In Year 4 the children talk and find out about families and how to keep their bodies clean and in Year 5 and 6 the children discuss puberty and the changes they are going through. SRE will be taught using a variety of methods and approaches, including group work, individual work and whole class lessons, where appropriate.

At Roman Road we give the parents and children the opportunity to discuss the changes that will be happening, subjects of an explicit or controversial nature will be answered truthfully and simply.

The school has resources to support SRE, notably videos. These items will be available for parents to review on a set date or on request when needed. Prior to teaching SRE in the Summer term parents have the opportunity to watch the videos that we will showing their children. This happens in a relaxed and open environment.

CONFIDENTIALITY:

Children will be led to understand that sex education lessons take place in an atmosphere of confidentiality. Both teachers and children will respect the confidential nature of any disclosure. However, the children will be made aware that disclosures that falls within the realm of Child Protection cannot remain confidential and will be followed up. (See Child Protection Policy.)

WITHDRAWAL OF CHILDREN:

Although parents have the right to withdraw their child from part of or all of the SRE programme, we hope that by giving parents full opportunity to learn about the planning and content of the school's programme, both formally and informally, that children will not be withdrawn. If parents still wish to withdraw their child they will need to apply in writing to the Head Teacher. This may be followed by an interview.

COMPLAINTS:

If parents have any complaints about the SRE programme they should arrange to talk this through with the PSHE and Citizenship curriculum manager. We hope that this would sort out most worries but if parents would like to take their complaint further they should contact the Head Teacher.

DRUG EDUCATION AND INCIDENT POLICY

AIMS

- To help young people resist drug misuse in order to achieve their full potential in society. (Our definition of a drug is any psychotropic substance - all legal drugs including alcohol and tobacco, all illegal drugs, volatile substances, and over-the counter and prescription drugs.)
- To enable pupils to make healthy informed choices by providing opportunities for pupils to acquire the knowledge, understanding and skills they need to avoid the misuse of drugs.
- To provide a supportive environment and well-structured procedure for any members of the school who require intervention for drug use. (Drug use is drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems, although such harm may not be immediately perceptible. Drug use will require interventions such as management, education, advice and information, and prevention work to reduce the potential for harm.)
- To ensure that the 'drug, alcohol and tobacco education' within the national curriculum (science and PSHCE) is taught to a high standard, by teachers that have a clear understanding of the issues involved. (See appendices for a copy of the requirements in the N.C.)

THOSE INVOLVED

Co-ordinator - Natasha Searle

The Co-ordinator will keep updated with local and national issues and disseminate this information to the staff when appropriate. They will initiate the review but should be supported by the senior management and the Drug Education Co-ordinator if necessary.

Supporting senior management will allow the Co-ordinator time and resources to remain abreast with current issue. This person will also be responsible for dealing with any drug incidents that arise in the school. (For example, the discovery of drugs or a needle on site).

CONSULTATION

Parents, pupils and all members of the school staff including governors will be consulted during the set up and regular review of the policy.

RESOURCES

Resources will be bought with reference to the document *The Right Choice: Guidance on selecting drug education materials for schools* and the school's Equal Opportunities Policy so that they are as accessible and relevant to all the students as possible.

The drug resources will be catalogued and kept in the PSHCE cupboard, located in the main resources room in year group boxes. This will be made clear to the teaching staff.

DRUG INCIDENTS

The school will follow the process set out in both the borough guidelines *Schools Drug Education and Pastoral Guidelines* and *The Right Responses: Managing and making policy for drug-related incidents in schools*.

In the appendices are copies of the guidance on what to do:

- In the case of a drug-related medical emergency
- How to record an incident involving unauthorised drug use
- What to do in other incidents involving unauthorised drugs

However, in addition to this the school will provide a combination of the following to help support our pupils who are involved in drug incidents:

- Counselling through appropriate agencies such as YAP
- Mentoring
- Supervised break times
- Involvement in extra curricular activities

- Family conferences
- Research project on the drug or related topics

Sanctions may be initiated when a pupil is involved in a drug incident; these will follow the school's own behaviour policy. The Head teacher will have the authority to dictate the sanctions imposed depending on each individual incident.

Sanctions will always be used along side the support and will be used in proportion with the offence.

Every incident will be recorded on a Record of drug-related situation sheet (see the appendices) and a cause for concern sheet (In line with the school's child protection policy). The Deputy Head teacher will keep these records. They will be treated as confidential records and only assessable to the senior staff, the teacher of the child involved in the incident and any other agency that subsequently becomes involved.

SUSPECTED MISUSE BY A CHILD

The following factors should be observed in children that are suspected to have some involvement in drug misuse.

- the students attendance to school,
- behavioural patterns,
- change in academic attainment,
- personal relationships with other students and staff,
- physical appearance,
- What's going on for them outside of school as far as possible such as possible family issues.

If drug misuse is expected, then the teacher that has become suspicious should talk to the person in charge of child protection and the student concerned separately but keep the discussion general - avoid asking the student directly if they are taking drugs; this will often cause antagonism and denial. They will then monitor the situation until the evidence is strong. On a case by case approach, it will be judged whether it is appropriate to inform the parents. It may be best to invite them in for a general discussion expressing concern about the student's progress or emotional wellbeing. Staff and the family should work together as far as possible to put in supportive strategies for the student (as listed in policy) without focusing specifically on the students drug use unless they have admitted use. Always make information on confidential advice from outside agencies available to all students. Continue to monitor the student. Permanent exclusion will be used only as a last resort once all other support and sanctions have been tried without the student responding and the health and safety of staff and students are at risk from the continued presence of the student involved. Evidence suggests that exclusion can leave a pupil at more risk of involvement with drugs and only a minority make a successful transition to another school. Therefore if this final step is taken, the school will inform appropriate agencies that can give ongoing support to the student.

SUSPECTED MISUSE BY A PARENT

When dealing with this kind of drug incident the relevant policies will be taken into account. These include:

- Behaviour Policy
- Child Protection Policy

This will be especially important if there is concern for a child's health and safety and/or progress in school due to parents or caregivers drug dependency. In such cases the school will endeavour to provide extra support for the child such as:

- Involvement in after-school clubs
- Mentoring
- Counselling
- Pastoral Support Programme
- Providing appropriate literature for children of drug using parents and for the parent/caregiver. This may be done through:
- Suggested involvement in a parent support group. (YAP & DASL have a Parent Worker)
- Providing appropriate literature
- Keeping open communication between the school and the parent/caregiver on the child's progress.

DRUG EDUCATION

The school is committed to providing an accurate drug education curriculum that meets the statutory requirements as set out in the National Curriculum Science Order September 2000. However, it will also endeavour to include a Scheme of Work that empowers our pupils to make healthy informed choices throughout their life about all the decisions that they will have to make in their life, not just about drugs. (See appendices for an overview of the SOW for science and PSHE and Citizenship).

The school will use a range of teaching active teaching methods and resources. It will ensure that pupils have opportunity to discuss these issues as well as gain the necessary knowledge and skills, to make informed choices. The school's method for assessment for PSHCE will be used to monitor students' progress.

TRAINING

All teaching staff should feel confident in their knowledge and delivery of the subject. They should understand the contribution drug education makes to the PSHCE programme and to the personal and social development of their

pupils. They also need to consider their own experience of, and attitudes to, drug use and what the collective standpoint of the school is.

As part of the schools commitment to providing a comprehensive SOW, the training needs of the staff will be monitored regularly as part of the review of the Drug Education Policy. Basic training will be updated on a regular basis to all teachers of PSHCE. More detailed training will be made available to the lead for Drug Education in the school and those that request additional support. Such training can be provided by the Drug Education Co-ordinator for Newham. To ensure that lesson planning and delivery is in line with school policy, the Drug Education Co-ordinator will observe lessons at times set by senior management to ensure quality and support for the teachers. Drug education policy will be included in staff induction.

USE OF ALCOHOL AND TOBACCO ON SCHOOL PREMISES

- Alcohol is not to be consumed on site. Staff wishing to smoke must leave the school and walk around the surrounding streets. At Roman Road we try to provide positive role-models to the children, and therefore encourage staff to give up smoking.

MEDICINES

Refer to the school's health and safety policy. Children who require medicine during the day will need to go to the first aid office. Teachers that bring medicine on to site (for example, paracetamol) must keep them safely locked up in their lockers and they must never be left unattended.

SCHOOL GROUNDS

The caretaker or any other staff that finds drug related paraphernalia in the school grounds should place it in a disposable plastic bag (stored in the school office) and report it immediately to the caretaker. The incident will be investigated as appropriate and reported to the police. Syringe disposal can be organised through the council.

WHOLE SCHOOL APPROACH

The following steps will be taken to ensure that there is a whole school approach that encourages ownership and a continued awareness amongst the school and wider community.

- Flow chart of process for dealing with drug incidents on coloured card and laminated and displayed in the main office
- Entering into national health events such as Worlds AIDS Day, No Smoking Day, European Drug Prevention Week, Anti-bullying week
- SEAL Assembly topics
- Theatre in Education
- Health weeks within the school
- Notice board with current news, information, projects for local young people, and where they can get help and advice. (Agencies will be happy to supply information for this)
- Parent evenings on sensitive issues

HELP LINES

Talk to Frank 0800 77 66 00 (www.talktofrank.com)

Triage 0203 373 4600

Ratified by Board of Governors
Review date April 2019

Date 28.3.17