



# LENT RISE SCHOOL

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## PSHCE AND CITIZENSHIP POLICY

Responsibility: All Staff and  
Governors

Approved by:

Mrs Maggie Young  
Chair of Governors

Mrs Jill Watson, Headteacher

Reviewed by Coordinator September 2016

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Specialist Schools  
and Academies Trust  
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## **General Statement**

This Policy has been written in accordance with the requirements of the National Curriculum. It has been compiled by the Subject Co-ordinator in conjunction with all members of the teaching staff and brings together four previously separate policies.

In order to prepare young children for their future, it is vital that they are equipped with the skills that will enable them to become informed and autonomous citizens. It is necessary to provide pupils with key facts and information about issues in society, to allow them to make independent and reasoned decisions of their own. Personal, Social and Healthy Education and Citizenship is a means by which pupils can experience such issues in a secure environment.

Pupils at Lent Rise School have many opportunities to become responsible citizens. One way in which responsibility is promoted is through the Healthy Schools Council. Members of the Healthy School Council include a pupil representative from each class (Year 2 – Year 6), Headteacher, the Chair of Governors, a representative of the PTA and PSHCE and Citizenship Co-ordinator. The group meet each half term to discuss ways of enhancing the experiences of pupils at school.

### **Under the Healthy Schools Initiative the PSHCE and Citizenship**

#### **Policy also covers:**

Healthy Eating

Drugs Education

Sex and Relationships Education

Drugs Incident Management

Lent Rise School a Smoke Free Zone

# **Personal, Social and Health Education and Citizenship**

## **Introduction**

The National Curriculum has identified Personal, Social and Health Education and Citizenship as a subject that permeates the whole curriculum with an important cross-curricular theme. Taken together, PSHCE and Citizenship “is the entitlement of all young people and the responsibility of all the teachers.”

At Lent Rise School we recognise the importance of education for the development of the whole child. PSHCE and Citizenship helps give pupils the knowledge, skills and understanding they need to lead healthy, independent lives and to become active and responsible citizens.

Section 1 of the 1988 Education Reform Act requires schools to provide a broad and balanced curriculum, which “promotes the spiritual, moral, cultural, mental and physical development in school and society” and “prepares pupils for the opportunities responsibilities and experiences of adult life.” In order to achieve this, PSHCE and Citizenship are taught throughout the whole school, imparting children with the skills and knowledge that they will need in later life.

It is our aim to assist parents in preparing their children to make informed decisions for the health and welfare of themselves and others.

## **Aims**

A strong relationship exists between the aims of the school and the teaching of PSHCE and Citizenship.

The teaching of PSHCE and Citizenship at Lent Rise School aims to:

1. Provide pupils with the knowledge, skills and understanding that they need to lead confident and healthy independent lives.
2. Provide pupils with the knowledge, skills and understanding they need to become informed, active and responsible citizens.
3. Promote and foster social skills, self-esteem and responsibility for the pupil's own learning.
4. Support and promote attitudes, practices and understanding that are conducive to personal and social development, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
5. Educate and provide information about the main political and social institutions that affect pupils' responsibilities, rights and duties as both individuals and members of communities.

6. Help pupils to understand and respect common human diversity and differences, to enable them to form effective and fulfilling relationships that are an essential part of life and learning.

### **How does PSHCE contribute to the 5 every child matters outcomes?**

- 1) Be Healthy  
PSHCE explores personal social themes and encourages the children to reflect on experiences and emotions. It explores health and in particular how the children can lead healthier lifestyles.
- 2) Stay Safe  
PSHCE days cover all aspects of staying safe including safety in the home, school and on the road.
- 3) Enjoy and Achieve  
Teachers plan weekly PSHCE lessons specifically for their individual classes thus careful differentiation means that every child is able to achieve to the best of their ability. We have had a number of visitors to the school which further enhances children's enjoyment of the subject.
- 4) Make a positive contribution  
Pupils' own experiences, beliefs and perceptions are shared during lessons and PSHCE days. The children are taught how to become more effective members of the community during the PSHCE days. Each week each class is required to plan a 30 minute lesson into their timetable, dedicated to listening to the voice of the pupils. Pupils will have the opportunity to reflect on the success of the school, and suggest positive ways in which the school could improve. These suggestions will be reported back to the Healthy Schools Council.
- 5) Achieve economic well-being  
PSHCE provides the opportunity for pupils to explore their social and emotional well being and thus helps them to develop qualities, attitudes and dispositions that will help them to engage effectively with the world of work and responsible citizenship.

### **The National Curriculum Framework for PSHCE and Citizenship**

At Lent Rise School, PSHCE and Citizenship are designed to meet the needs of all of our pupils. In order to achieve this, The National Curriculum Framework is used as guidance for our continual good practise. PSHCE and Citizenship in The National Curriculum is split into the following strands:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens

- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

### **Planning, Teaching and Learning**

The organisation of PSHCE teaching is outlined in our schemes of work and topic webs. PSHCE lessons are taught weekly and through cross-curricular links. There are a series of ongoing learning objectives for each year group, which are continuously taught in all subjects throughout the year.

The schemes of work show progression through each Key Stage and ensure continuity and progression. All planning considers catering for differing needs and abilities, multicultural and gender issues and assessment and monitoring procedures. There are also opportunities for teachers to build PSHCE and Citizenship into any subject being taught when the opportunity arises.

Each half-term a whole day is given to teaching topic based PSHCE and Citizenship. Both Key Stages focus that day's work around the theme, showing continuity and progression from year to year. The following themes are covered throughout the year:

- Safety
- Healthy Eating
- Drug Awareness
- Our Community / Environment
- Sex and Relationship Education
- Citizenship

Parents do have the right to withdraw their children from any area of PSHCE and Citizenship.

### **Inclusion**

Teachers plan their PSHCE in accordance with the needs of all children in their class. Issues relevant to the whole class are discussed and all opinions are listened to. They adapt their planning year on year to differentiate and make provision for SEN, more able and gifted and talented children.

### **Special Educational Needs**

Through differentiation of task and outcome, pupils with learning difficulties are able to work at their own level. Graded worksheets and resources, combined with support from teaching assistants ensure that each child works at an appropriate level.

### **More Able Pupils**

Pupils identified as more able are set open-ended tasks and enquiries which enable them to tackle more complex and demanding issues. Opportunities for discussions and further research help to challenge these pupils.

## **Gifted and Talented Pupils**

Especially talented pupils (in any activity that involves PSHCE work) are to be given opportunities for more demanding tasks. They are encouraged to challenge themselves to complete work to the highest standard, as well as completing independent research tasks alone (curriculum challenges).

## **ICT Opportunities**

ICT should be used in the teaching of PSHCE and Citizenship where the opportunity arises. ICT should be used to enrich and stimulate pupils learning opportunities.

ICT can help in the learning of pupils PSHCE and Citizenship experiences:

- by providing a range of information sources, including the Internet and video-conferencing pupils are able to access up to the minute information
- by providing access to images and information of people, places, environments and organisations, through the use of the Internet and video-conferencing
- by providing the opportunities to reflect on their experiences, through the use of Digital Blue Movie Cameras (e.g. Year 5 recorded pupils created an anti-smoking advert which was used as a stimulus for discussion and written work)
- by providing the use of wireless laptops and computers to set individual learning targets which pupils set and evaluate independently and with the assistance of the teacher
- by utilizing the Interactive Whiteboard to share information and images with the whole class and make learning interactive
- by utilizing CD ROMs to enable learning to be informative, whilst being interactive and engaging.

## **Resources**

A variety of resources are available in school, including County recommended books and packs linked to specific themes. These are kept in the PSHCE and Citizenship section in the staffroom and also on the staff drive on the computer system.

## **Health and Safety**

Lent Rise School follows its Health and Safety Policy at all times. This includes the teaching of PSHCE and Citizenship and the handling of resources. Visitors and Volunteers are given our pack designed specifically for their use, outlining their duties and responsibilities when working within our school environment. All school trips are organised with reference to the Buckinghamshire framework/guidance to ensure the health and safety of all our pupils.

## **Catering for Individual Needs**

At Lent Rise School we recognise the needs of all our pupils. Teachers strive to meet their learning needs through effective differentiation. We consider the emotional,

social and personal needs of our pupils and these are identified through pupil involvement in different PSHCE activities.

We use the context of the school, and the experiences in and around the school, in order to effectively organise PSHCE and Citizenship in our curriculum. We take into consideration the home backgrounds of our pupils and will consult parents or guardians if applicable. If necessary we will split boys and girls, especially for some issues of sex education, but we will provide equal opportunities for all pupils including those with diverse cultural or ethnic needs.

### Pupils with Special Educational Needs

See the Special Education Needs Policy.

### Equal Opportunities

At Lent Rise School we provide an equal opportunity to learning about all areas of the curriculum. Every child, regardless of gender, culture, religion, race or social factors, are encouraged to take an active role in PHSE and Citizenship. All pupils are given the opportunity to actively share their opinions, feelings and problems and to be listened to, and responded to, in a classroom where there is an atmosphere of equality and everyone is important.

### The Needs of our Pupils

The views of both the pupils and their parents have been sought in order to provide a PSHCE and Citizenship scheme whose content suits the needs of all. The Healthy Schools Council meets each half-term, to review and contribute to the PHSE and Citizenship curriculum.

### Assessment

There are many different areas and topics within PSHCE and Citizenship, and some of these cannot and should not be assessed. The areas which require factual knowledge and understanding can be easily assessed against the National Curriculum Framework. Learning objectives for PSHCE and Citizenship will enable pupils and teachers to recognise achievement, though precise grades or levels are not necessarily needed.

At Lent Rise we follow the SEAL National Strategy to help coordinate topics that respond to the children's development in PSHCE and citizenship. At the end of each half term, all year bands are required to submit evidence based on their SEAL theme. This evidence can range from photographs to book work; depending on the age group. The evidence will be held by the PSHCE co-ordinator for assessment and moderation of the effectiveness of teaching and learning at Lent Rise School in conjunction with PSHCE and citizenship. Year bands will meet at the start of the academic year to agree on evidence to be submitted at the end of each half term.

After each PSHCE Day examples of work are given to the PSHCE Co-ordinator, from each year band. Pupils keep their work in a designated PSHCE and Citizenship folder.

### **Monitoring and Evaluation**

It is the responsibility of the PSHCE Co-ordinator to monitor the PSHCE curriculum and the teaching and learning of staff and pupils. Pupils are kept involved through suggestions and feedback from those pupils involved in the Healthy Schools Council. Parents will be kept informed through monthly newsletters and Governors will be kept updated when and where applicable.

### **Healthy Schools Standard**

Lent Rise School is currently a leading school in the Healthy Schools Initiative. This initiative has 4 themes:

1. Personal Social and Health Education.
2. Healthy Eating
3. Physical Activity
4. Emotional and Health Wellbeing

The aim of the Healthy Schools Standard is to extend existing good practise throughout every area of school life and to ensure every school develops a healthy school programme. The PSHCE and Citizenship curriculum is one key area of the Healthy Schools Standard.

### **Main Responsibilities of the Co-ordinator**

It is the responsibility of the PSHCE and Citizenship Co-ordinator to:

- Provide schemes of work
- Provide guidance and support to staff
- Co-ordinate whole school provision
- Manage and update resources
- Monitor teaching and learning
- Attend relevant courses and give appropriate feedback
- Ensure that all aspects of this policy are put into practise
- Ensure all aspects of the PSHCE and Citizenship curriculum contribute to maintaining and enriching the Healthy Schools Standard



# **Healthy Eating at Lent Rise**

## **Introduction**

At Lent Rise School we believe that every child deserves a healthy start in life. A balanced diet is central to health. A child's diet can be an important influence on their health and education, now and in the future. It is recommended that everybody should eat at least five portions of fruit and vegetables a day, as well as a balance of proteins, carbohydrates, fibres, fats and sugars.

## **Opportunities to promote a healthy diet at Lent Rise School**

At Lent Rise School we encourage all our pupils to eat fruit during their morning break. Furthermore, pupils in Early Years and Key Stage 1 are given the opportunity, on a daily basis, to eat a free piece of fruit or a vegetable, as part of the NHS funded 'The School Fruit and Vegetable Scheme'. The aim of the scheme is to increase fruit and vegetable consumption.

The LRSA has recently opened a Healthy Tuck shop for the Key stage 2 children, enabling them to be able to eat a healthy snack at playtime.

In addition, the Healthy School Council launches a Healthy Lunchbox Competition each year. This competition encourages pupils to consider what should be included in a healthy and balanced lunchbox. Winning entries are displayed in the school hall.

## **Teaching and Learning**

Once a year all pupils participate in a Healthy Eating Day. Pupils learn about the importance of eating a balanced diet and how this can contribute to a healthy lifestyle. Each Year Group follows a scheme of work for that day, which identifies the specific learning objectives they must achieve. Opportunities for a variety of teaching and learning strategies will be in place throughout the day, including whole group, small group and individual work. Pupils will have the opportunities to use interactive websites to reinforce healthy eating issues.

Throughout the year all teachers are expected to bring Healthy Eating teaching and learning objectives into other subject areas where applicable. For example, Year 5 study "Keeping Healthy" as part of their Science topic, thus covering issues of the PSHCE and Citizenship Food and Healthy Eating.

It is the responsibility of the PSHCE and Citizenship Co-ordinator to collect examples of pupils work in use as evidence in the designated PSHCE and Citizenship folder.

At Lent Rise School we do recognise the need for a healthy diet. We will consult parents if we think their child is not eating an adequate lunch during the school day.

# **Drugs Education**

## **Introduction**

A key aim of the Governments national anti-drug strategy, 'Tackling Drugs to build a Better Britain' (1998-2008), is to help young people to resist drug misuse and achieve their full potential in society by ensuring that all young people have access to quality drug education.

Lent Rise School does not condone the use or supply of illegal drugs. We therefore:

- Are committed to health and safety; we aim to ensure pupil's wellbeing.
- Aim to offer support to our pupils who need it.
- Educate our pupils about drug awareness and the consequences of drug misuse.
- Believe that safeguarding and improving health is a responsibility for us all.
- Will share our responsibilities about drugs with parents and carers, and with other relevant organisations.
- Ensure the successful implementation of this policy in, and around, the school community and will communicate and co-operate with all those involved.

## **A context of Drug Education at Lent Rise School**

No school is immune from the effects of medicines, alcohol, tobacco, volatile substances or other drugs, legal and illegal, upon its pupils, their families and the local community. Britain is a drug-using society. Most people use caffeinated drinks (such as tea, coffee and caffeinated soft drinks) and do so safely. Medicines are used to improve health but can sometimes cause harm. Alcoholic drinks are used by many and misused by a few. Many people have also used and may still use an illegal drug. Illegal drugs are widely available. Everyday household products such as glues and aerosols can be used to obtain a potent and potentially very dangerous intoxication. Tobacco is readily available and heavily promoted, yet it is extremely damaging to ones health.

Children need guidance on how to live safely in a society where drug use is widespread, and where any drug has the potential for harm. Drug education can help children to be better informed consumers of legitimate drugs and can highlight for them the risks of using illegitimate ones. Children can also be encouraged to develop informed opinions about drugs and their role in society, and to learn tolerance for those people who are casualties of drug use.

Lent Rise School has a drug education policy which enables us to inform children of such issues. This policy has strong links with our other educational policies. Education about drugs is included in the Curriculum 2000 Science Statutory

Guidance, but at Lent Rise, we also cover the topic in our Personal, Social and Healthy Education and Citizenship programme. PSHCE and Citizenship provide a natural and appropriate context for the provision of drug education.

We have a responsibility to help to prevent drug related problems and to help us to do this we have a policy on prevention. This policy, which links to our PSHCE and Citizenship policy, describes what we do to help children and young people to live healthy and fulfilled lives without using harmful drugs, and – if they make the choice to use drugs – how to minimise the risks of their drug use.

For many people, their drug use may not be a problem, but for some it will be. We need to have plans to deal with any drug related problems that may arise. Consequently, we have in place a policy for Drug Incident Management.

## **Definitions**

### **What is a drug?**

We live in a drug-using society and there is a wide range of substance, both legal and illegal, that are of potential concern. Two very common drugs are legal: alcohol and tobacco. Illegal drugs, especially cannabis, are tried by many young people. Medicinal drugs – both over-the-counter and prescribed – can also be misused. Volatile substances (such as gases, glues and aerosols) can be deadly if misused.

### **What is drug education?**

Drug education aims to educate people for living in a drug-using society; it is concerned with providing accurate and appropriate information, with exploring issues, and helping young people to develop their abilities to make healthier choices. It aims to:

- Increase pupils' knowledge about drugs.
- Develop pupils' skills in handling drug-related situations.
- Help pupils to explore their own and other attitudes towards drugs.

### **What is drug prevention?**

Drug prevention aims to reduce the misuse of drugs and reduce the harm that they cause. While drug education may contribute to the aims of drug prevention by, for example, making people more aware of the danger, this is not its focus. In practice, the drug education and drug prevention distinction will not always be maintained – a typical school lesson, or a typical interaction with a young person in an informal educational setting, might deal with both aspects.

To achieve the aims of drug education and prevention:

- Drugs can be discussed in many different parts of the curriculum – some aspects of drugs are included in the Science Curriculum of 2000 and through PSHCE.

- Issues about drugs will emerge during many different activities. Teachers need to take these opportunities to reinforce drugs awareness when they can. For example, playing sport might bring up the issue of drugs in sport, and the detrimental effects of tobacco and alcohol on performance. Or discussion about popular music might lead to a discussion about Stars who use or don't use drugs.
- Drug issues will also form part of a focus on developing healthy lifestyles and keeping healthy.

### **What are 'drug related incidents'?**

Drug related incidents may be connected with children themselves, with their parents or carers, or with some other person. The drug use that is of concern may take place within the school, in the immediate neighbourhood of the school's building, or in another setting where it is, nevertheless, having an impact on our pupils.

At Lent Rise we must ensure that drug-related incidents are appropriately dealt with. This is an effective part of drug prevention; it will also help minimise the harmful effects of using drugs.

### **Drug Education Aims**

Within our drug education at Lent Rise School, we aim to:

- Improve our pupil's knowledge of drugs and the subsequent effects on the human body.
- Raise pupil's awareness of the consequences of drug use and misuse to the individual, the family, peers, local communities and society.
- Increase awareness of ways of minimising the risks and unwanted consequences of drug use.
- Enable our pupils to make informed and sensible decisions about their drug use.
- Enable pupils to develop a range of skills and techniques appropriate for handling situations related to drugs and drug use.
- Identify pupils understanding of the reasons why drugs are used and misused.
- Help pupils to explore and develop their attitudes to drug use.

### **We will achieve these aims through:**

- Our Drug Education programme which forms part of our PSHCE and Citizenship curriculum. This is taught by all teachers and covers a wider range of other topics. Drug education is also included in the National Curriculum Science (for example, Sc2 Life and Living Things – 2g).
- Opportunities that arise within other National Curriculum areas. For example, discussion about the role of drugs in sport or using statistics relating to health, types of drugs used and age of user and cost incurred through purchasing cigarettes over a period of time in Numeracy.
- By making sure that healthy lifestyles are promoted in all aspects of our school life.
- By ensuring that all teachers have information about local helping services and when to offer this information.

### **Teaching and Learning**

Drug Education is given a dedicated day, once a year, where each year group focuses on issues relating to drugs. Such issues cover a range of learning objectives, to ensure continuity and progression across each year group.

Drug awareness is also taught through cross-curricular links with other subjects where applicable, over the course of a year. Teachers are expected to build in to any subject drug related issues if the appropriate time arises. For example, Drug Education could be delivered factually through advertisements or newspapers in Non-fiction writing.

Lessons relating to Drug Education would encompass activities such as discussions; role play situations; reading stories; creating posters and leaflets and watching videos.

Drug Education is offered to parents within our Parent Partnership Room and is provided on a regular basis by DPEAP.

### **Drugs Education and Inclusion**

At Lent Rise School we ensure that all pupils have equal access to a high standard of drug education. It is required that all activities taught should be matched to the age and maturity of the pupils. Furthermore, differentiated work and activities (as in all subjects of the curriculum) will allow all pupils to be able to access the information and learning objectives.

We are aware that pupil's drugs awareness and their attitudes to drugs vary between localities and communities. We are sensitive to the range of views that exist about the acceptability of different drugs (for example, different attitudes to alcohol) and we are sensitive to known family backgrounds and drugs issues in our local community.

## **Drug prevention**

### **The aims of our drug prevention activities are:**

- To make the school a healthy promoting environment.
- To make available information about drugs and drug use to our pupils.
- To ensure that the school's premises are a safe environment with respect to drugs.
- To be prepared to talk to young people about any drug related problems and offer them appropriate advice and support.
- To help young people to develop decision making skills.
- To help young people to develop their self-esteem.

### **We will achieve these aims through:**

- Being aware of and keeping informed of current trends in drug use among young people in this area.
- Having a clear policy on confidentiality so that if pupils want to discuss problems with a member of staff, they can do so knowing the limits of our ability to guarantee confidentiality.
- Making sure that pupils know where to go to if they need more specialist or more confidential help that the school is able to provide.
- Co-operating with the LEA Drugs consultant, relevant agencies and the police.
- Ensuring that adequate health and safety measures are in place.
- Working together with parents and carers to reinforce prevention messages.
- Having clear guidelines on the rules about pupils' medication.
- Working to create a health-promoting community.
- Ensuring pupils' positive self-esteem.

## **ICT Opportunities**

The use of ICT will be used, when appropriate, to enhance and enrich the education of the pupils. ICT opportunities include:

- the use of the Interactive Whiteboard to make resources accessible to all
- the use of wireless laptops and computer suite to enable pupils to relevant research information
- Digital Blue Cameras to capture human emotions and issues, perhaps through drama
- the use of computer programs such as Microsoft Excel to enable pupils to work with drug related statistics in cross-curricular contexts such as Numeracy and ICT spreadsheets
- CD ROMs to make learning interactive and engaging

# **Sex and Relationships Education**

## **Introduction**

Section (18) (2) of the Education (No. 2) Act 1986 requires the Governing body to determine and publish the policy for sex education within the school. It is the policy of the school that sex education should form part of an integrated programme of the Personal, Social and Health Education and Citizenship education taught throughout the school.

The content of the sex education element of the programme is taught within the context of PSHCE and Citizenship, due consideration being given to the positive values of family life and sound moral values. The role of the parents is recognised as crucial in the understanding of this area and we aim to establish a working partnership in order to support the child's learning.

## **Aims**

When pupils leave school they will:

- Have an understanding of the nature of inter-personal relationships.
- Have knowledge of how to keep themselves safe and healthy.
- Have an understanding of the human reproductive cycle.
- Be aware of the changes in their bodies.
- Be sympathetically aware of the needs of others.
- Have due regard for moral consideration and positive family values.

## **What is Sex and Relationships Education?**

Sex and Relationships education is lifelong learning about physical, moral and emotional development. It is about children understanding the importance of marriage and all other relationships with family and friends. It also includes the teaching of Sex and Sexual Health.

## **Why is Sex and Relationships Education important?**

Children learn about sex and relationships from a very young age. Some of the things they learn are incorrect and confusing. It is therefore important to teach all children the correct facts about sex and relationships in order to build their confidence and understanding of a variety of issues.



## **Aims of Sex and Relationships Education**

At Lent Rise School we aim to:

- Provide a consistent and holistic programme of Sex Education
- Respect the diversity of “family life”
- Protect our pupils against exploitation and to understand that they have rights over their own bodies.
- Reassure children that physical and emotional changes are normal
- Recognise the value of Equal Opportunities
- Provide guidance on sexual matters
- Have an understanding of the nature of inter-personal relationships
- Have impart knowledge regarding how pupils can keep themselves safe and healthy
- Give pupils an understanding of the human reproductive system

## **Teaching and Learning Strategies**

The teaching of sex education is integrated within the school curriculum, embracing the National Curriculum. Elements may be approached through work in Science, discussion work or in the broader PSHCE and Citizenship programme. We encourage parental input and consultation with regard to any elements of the programme.

At Lent Rise School we recognise that alongside the more formal elements of teaching, there should be flexibility to address individual concerns related to the child’s stage of development as and when they arise. The broad programme will, as appropriate, involve input from a variety of external agencies. These may include the Police, community Nurses and Local Healthy Authority.

If teachers are uncomfortable with the teaching of any part of the programme, they should negotiate with the Headteacher to arrange timetabling, which through a partnership with a colleague in the year band, allows their colleague to deliver Sex and Relationships Education.

At Lent Rise School, Sex and Relationships Education is given a dedicated day once a year, where the whole school covers appropriate learning objectives to show continuity and progression from year to year.

In addition, each year group will encounter other learning objectives from Sex and Relationships Education through their PSHCE Schemes of work and cross-curricular links.

Where appropriate, visiting speakers are invited into school. However, our teachers are confident in the delivery of Sex and Relationships Education and have in depth knowledge of our children and their needs.

### **Sex and Relationships Education and Inclusion**

At Lent Rise School we ensure that all children and young people have equal access to a high standard of Sex and Relationships Education. The approach needs to be matched to the age and maturity of the pupils. We are aware that pupil's sexual awareness and their attitudes towards sex and relationships may vary between localities and communities. We will always be sensitive to the range of attitudes that exist towards sex and relationships.

During the dedicated Sex and Relationships day, pupils will have the opportunity to work as a class, in small groups and independently. As with all work and National Curriculum subjects, work will be differentiated appropriately to enable all pupils to access the objectives.

### **ICT Opportunities**

The following ICT opportunities are a possible means of enhancing the teaching and learning of Sex and Relationship Education.

- Using the Interactive Whiteboard to make learning accessible and interactive to all
- Using the Internet to research topical issues
- Using Wireless laptops and computer programs to create and record presentations to inform other pupils.

### **Parental Involvement**

The role of parents is recognised as crucial in the understanding of Sex and Relationships Education. We aim to establish a working partnership in order to support the child's learning. We encourage parental input and consultation with regard to any elements of the programme. Any parent does have the right to remove their child from Sex and Relationships Education. We strongly recommend that they discuss this with the Headteacher and or class teacher prior to making a decision.

### **Implications for Staff Training**

No member of staff will be forced to contribute to Sex and Relationships Education. If they are uncertain of their ability to cope or do not wish to, for any reasons, then they must negotiate with the Headteacher to arrange for their year band colleague to teach Sex and Relationships Education. Staff training will be provided on request from teachers or when the Headteacher feels all members of staff need to update and refresh their knowledge and understanding of Sex and Relationships Education.

# **Drug Incident Management**

## **Introduction**

At Lent Rise School we aim to provide a safe and healthy working environment for all pupils, staff and visitors. The overall aim of this policy is to provide guidelines for all staff relating to the management of any drug-related incident which may occur on the school premises. Whilst recognising that we cannot obviously predict every eventuality, such a framework will help to make difficult situations easier to handle. When discussing drugs, it should be noted that reference is being made to alcohol and tobacco substances, as well as legal (prescribed drugs) and illegal drugs.

## **Aims**

- To have a coherent set of procedures in order to be prepared for any drug related incident.
- To ensure that any drug related incident is handled effectively, confidentially and in the best interests of all those concerned.
- To define clear roles and responsibilities with regard to any drug-related incidents.
- To avoid any negative publicity for the school or any individual.
- To monitor all incidents, as part of reviewing the schools policy for drugs education.

## **Appropriate action**

In any incident involving drugs, the most urgent question is whether medical assistance is needed. There should be no hesitation about getting such help. Every member of staff has an identifiable folder in their classroom, which contains a checklist of what to do in a medical emergency and a record sheet to record the drug related incident. The following steps should be taken to ensure the safety and well being of all other pupils and staff.

### **➤ Assess the situation**

If you can, remove the cause of any immediate risk of harm.  
If medical help is needed, call a doctor ambulance.

### **➤ If the person is conscious**

Ask them what happened and identify any substance used.  
Collect any substance and any vomit for medical analysis.  
**Do not** induce vomiting.  
Keep the person under observation, warm and quiet.

### **➤ If the person is unconscious**

Ensure that the person can breathe and place in the recovery position.  
**Do not** move the person if they have fallen, as this could cause further injuries.  
**Do not** given anything by mouth.  
**Do not** attempt to make the person sit or stand.  
**Do not** leave the person unattended or in the charge of a pupil.

- **When medical help arrives, pass on all information and any samples found.**  
This could help treatment and save a life.

### **Assessment of needs**

After the immediate incident has been dealt with, the nature and circumstance of the incident must be established and an assessment of the needs of the pupils involved. The member of staff who dealt with the incident initially must fill out an incident form as included in their folder. This must then be passed straight to the Headteacher, who will deal with the situation and inform the relevant people (including parents, local authorities, external agencies) appropriately.

### **Identifying and storing substances**

Any pupil requiring prescribed medication during school hours must bring in a signed medical request form from their parents, authorising a member of staff to administer their medication. All medication on school premises is then kept in a specific cupboard in the medical room.

If a member of staff suspects that a child has an illegal substance on them during school hours, they should be very cautious about reaching a conclusion about the type of drug, as positive identification cannot be reached without sophisticated equipment. No member of staff should attempt to analyse it themselves.

It is legal for any member of the school staff to search pupils' belongings on suspicion of possession of illegal drugs. In order to actually search a pupil, consent is required from the pupil. Depending on the severity of the situation, if pupil consent is refused, then the police could be brought in.

If temporary possession of a suspicious substance is required it should be securely stored, in the presence of another member of staff, preferably in a safe, clearly labelled and secured container. The label should include the date and time of the incident, and the names and signatures of staff involved.

### **Gathering and recording information**

Any drug related incident will be recorded on the relevant form. This form must be given straight to the Headteacher who will record the action taken and monitor all incidents for future reference.

# **Lent Rise School a Smoke Free Zone**

## **Introduction**

Smoking is the single most important preventable cause of death and disease in today's society. Smoking contributes directly to around 120,000 deaths per annum in the U.K.

Throughout the School curriculum, we teach all our pupils about the hazards of smoking. It is important that our pupils have non-smoking role models in the adults who teach them, as well as a non-smoking environment in the school which houses them.

## **Aims**

Our main aim is to guarantee to all pupils, staff and visitors at Lent Rise School, a healthy working and learning environment. We aim to do this by eliminating the risk of passive smoking and by promoting non-smoking role models.

## **Smoking Restrictions**

At Lent Rise School we do not permit smoking on, or in any part of, the school premises at any time. We also expect all visitors, contractors and deliverers to abide by this non-smoking policy.

## **Monitoring and Reviewing**

This policy follows Buckinghamshire County Council Smoking guidelines and will be reviewed on a regular basis to ensure that it continues to meet its aims.

## **Support**

Any smoker requiring help and support in giving up smoking is encouraged to make initial contact with the Headteacher, who will seek the assistance of the local smoking cessation services.

## **Out of School Activities**

This policy applies to school run out of school clubs.

### **External Agencies Support**

Bill Moore     PSHCE Advisor

Alistair Wilson     Drug Education Consultant

Pat Green     DPEAP

Lesley Johnstone Bucks Drug Action Team

Buckinghamshire County Council Nurse