

Promoting Ambition for Change

TEMPLE LEARNING ACADEMY



**PERSONAL, SOCIAL, HEALTH
AND EDUCATION POLICY**

2016 - 2017

School: Temple Learning Academy

PSHCE Co-ordinator: Mr. Matthew Browne

Policy Adopted:

Review Date:

This policy has been approved and adopted by the Governing Body.

Chair of Governors:

Staff representative:

Parent representative:

Date:

This policy is intended to state the Academy's approach to PSHE and Citizenship and specifically

- Sex and Relationships Education, including issues relating to child protection and confidentiality
- Drug Education and any issues related to the use of drugs and substances as they affect members of the academy community, their safety, well-being and legal responsibilities.

A reference copy is stored in the Academy's office in a policy folder. Digital copies are stored on the Academy's network.

A copy will be made available to parents/carers, staff, governors and representatives of partner agencies upon request.

• **Description of Policy Formation and Consultation Process**

The policy has been drawn up by in line with national and local recommendations and in consultation with these people:

- Teacher Adviser for Drug Education, Education Leeds
- Teacher Adviser for SRE, Education Leeds
- Leeds Healthy Schools and Wellbeing Consultant
- School Nurse
- Schools Liaison Officer, West Yorkshire Police
- Member of teaching staff
- Member of school staff
- School Council/Health Forum, pupil representative
- Member of governing body
- From any partnership agencies

Staff with key responsibilities for drugs

Member of staff	Specific responsibilities
Mr. Browne	<ul style="list-style-type: none"> <input type="checkbox"/> Co-ordinating the drug education programme, ensuring a spiral curriculum <input type="checkbox"/> Establishing and maintaining links with external agencies <input type="checkbox"/> Accessing and co-ordinating training and support for staff <input type="checkbox"/> Liaising with link schools to ensure a smooth transition <input type="checkbox"/> Policy development and review, including consultation with staff, learners, parents & carers and local agencies <input type="checkbox"/> Implementing the policy; monitoring and assessing its effectiveness in practice <input type="checkbox"/> Managing drug-related incidents <input type="checkbox"/> Managing Child Protection issues <input type="checkbox"/> Liaising with local media

• Staff with key responsibilities for Sex and Relationships Education

Member of staff	Specific responsibilities
Mr. Browne	<ul style="list-style-type: none"> <input type="checkbox"/> Co-ordinating the SRE programme, ensuring a spiral curriculum <input type="checkbox"/> Establishing and maintaining links with parents and carers <input type="checkbox"/> Establishing and maintaining links with external agencies <input type="checkbox"/> Accessing and co-ordinating training and support for staff <input type="checkbox"/> Liaising with link schools to ensure a smooth transition <input type="checkbox"/> Policy development and review, including consultation with staff, learners, parents and carers and local agencies <input type="checkbox"/> Implementing the policy; monitoring and assessing its effectiveness in practice <input type="checkbox"/> Managing child protection issues <input type="checkbox"/> Liaising with local media

Definitions:

What is Personal, Social, Health and Citizenship Education?

The DfES report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of and responsibility for their lives and play an active part in their own communities.' Personal, Social, Health and Citizenship Education including Sex Education and Drug Education provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.
(Preparing Young People for Adult Life – DfEE)

What is Citizenship?

Citizenship Education is education for citizenship and about citizenship. It implies development of values, skills and understanding: Children need to feel, think and do for citizenship to be effective. It involves:

Social and Moral Responsibility: Learners learn from the very beginning, self-confidence, socially and morally responsible behaviour both in and beyond the classroom towards those in authority and towards each other;

Community Involvement: Learners learn how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service.

Political Literacy: Learners learn to actively participate in, and learn about democratic systems and procedures, using these to examine issues and problems and develop appropriate responses.

What is Sex and Relationships Education?

Sex and relationships education is the lifelong learning about physical, moral, social and emotional development. It is about the forming of positive non-exploitative relationships that are based on respect, care and empathy. There are three main elements :

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

(SRE Guidelines, DfES 2000)

Effective sex and relationships education is essential if children and young people are to make and sustain meaningful relationships. We want children and young people to be able to make responsible and well informed decisions about their lives. We want children and young people to have knowledge skills, skills and understanding to keep themselves and others safe.

Some aspects of Sex and Relationships Education are in the Science National Curriculum and are STATUTORY

Key Stage 1 : Learners and young people are taught that humans and other animals can produce offspring and that these offspring grow into adults

Key Stage 2 : Learners and young people are taught about the main stages of the human life cycle

Key Stage 3 : Learners and young people should be taught about human fertilisation, puberty, the human reproductive system, the development of the foetus and how bacteria and viruses can affect health

Key Stage 4: Learners should be taught about hormone control including the effects of sex hormones, medical uses of hormones and how this may control fertility, defence mechanisms of the body and how sex is determined in humans.

Sex and Relationships Education is also in the non-statutory PSHCE curriculum
(see Mr. Browne for details)

What is Drug Education?

'Drugs' refers to all drugs, legal and illegal, including medicines, volatile substances, alcohol and tobacco

Drug Education should enable learners to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

(Drugs, Guidance for Schools, DfES 2004)

Drug, alcohol and tobacco education is an explicit, planned component of PSHCE....Drug, alcohol and tobacco education provides a context for enabling learners to increase their knowledge and understanding of drugs, alcohol and tobacco and to explore attitudes and develop skills for making healthy, informed choices. It should be supported by :

- ❑ Academy values and an ethos that have been developed by all members of the academy and the wider community
- ❑ Positive relationships within the academy and between the academy and wider community.

Whole-academy policy and practice that is consistent with the aims of drug, alcohol and tobacco programme. The development of this whole-academy approach is supported by the National Health Schools Standard. (QCA 2003)

Drug Education is in the Science National Curriculum :

Key Stage 1 : learners are taught about the role of drugs as medicines

Key Stage 2 : learners are taught about the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health

Key Stage 3 : learners should be taught that the abuse of alcohol, solvents and other drugs affects health

Key Stage 4: learners should be taught the effects of solvents, alcohol, tobacco and other drugs on bodily functions.

Drug Education is also taught in the non-statutory PSHCE curriculum

(see Mr. Browne for details)

The Aims of Personal, Social, Health and Citizenship Education

Generic Personal, Social, Health and Citizenship Education

- ❑ develop self-awareness, positive self-esteem and confidence
- ❑ make the most of their abilities
- ❑ develop independence and responsibility
- ❑ play an active role as members of society
- ❑ develop a healthy lifestyle
- ❑ learn to keep themselves and others safe
- ❑ develop effective and satisfying relationships
- ❑ learn to respect the differences between people

(Non-statutory Guidance for PSHCE 2000)

Sex & Relationships Education

- ❑ Learn to manage emotions and relationships confidently and sensitively with self-respect and empathy
- ❑ Learn how to avoid and not initiate exploitation and abuse e.g. bullying
- ❑ Learn to make choices and have an awareness of consequences based on an appreciation of difference and absence of prejudice
- ❑ learn how to participate in positive relationships in a considerate and sensitive way, valuing respect and care for self and others
- ❑ learn how to cope with loss at the end of relationships
- ❑ Explore individual and moral issues and develop decision making skills based upon critical thinking
- ❑ Learn and understand physical and emotional development at appropriate stages
- ❑ Understand human sexuality, reproduction, sexual health, emotions and relationships

Drug Education

- ❑ promote awareness that many drugs have beneficial medical uses but that substances can also be harmful if misused
- ❑ promote a positive view of a non-smoking lifestyle
- ❑ help learners develop skills to enable them to cope in a drug-orientated society, based on confidence, self-esteem and assertiveness
- ❑ empower learners to develop responsibility towards themselves and others and to be able to seek any support they might need by identifying appropriate local sources of support

National and Local Guidance

The following documents are sources of reference ...

Generic Personal, Social, Health and Citizenship Education

- ❑ Early Years Foundation Stage, DCSF 2008
- ❑ Education for Citizenship and the Teaching of Democracy in schools, QCA, 1998 tel: 01787 884444, Order Ref: QCA/98/245
- ❑ Preparing Young People for Adult Life, DfEE, 1999
- ❑ A Framework for Personal, Social and Health Education [PSHE] and Citizenship at Key stages 1-4, QCA/99/405 DfEE and QCA 1999
- ❑ Assessment, recording and reporting in PSHE, QCA Guidance 2005
- ❑ Curriculum 2000
- ❑ National Healthy Schools Status – A Guide For Schools, Department of Health (2005)
- ❑ Every Child Matters DfES 2003
- ❑ Citizenship And PSHE: Working With External Contributors – Guidance For Schools QCA

Sex and Relationships Education

- ❑ Sex and Relationship Guidance DfES, 2000
 - ❑ Education Act 1996
 - ❑ Learning and Skills Act -DfES 2000
 - ❑ OFSTED Report - Sex & Relationships (2002)
- Recommended :
- ❑ SRE, a step-by-step guide for teachers – Simon Blake, Sex Education Forum
 - ❑ Laying The Foundations, SRE in Primary Schools – A Martinez and V Cooper, National Children's Bureau
 - ❑ Faith and Values in SRE – S Blake and Z Katrak
 - ❑ Sex and Relationships in Pupil Referral Units – a practical guide: Spotlight series, National Children's Bureau
 - ❑ Assessment, Evaluation and SRE – S Blake and S Muttock, National Children's Bureau

Drug Education and drug-related issues

- Drugs : Guidance for Schools, DfES 2004
- Joining Forces, ACPO 2006
- National Healthy Schools Standard Guidance, DfES 2005
- Drug Education, NHSS 2003
- Drug Education In Schools, an Update, Ofsted 2002
- Drug, Alcohol & Tobacco Education Curriculum Guidance, QCA 2003
- First steps in Identifying Young People's Substance-related Needs, Drugscope 2003
- National Drug Strategy 2008 and National Alcohol Harm Reduction Strategy 2002
- Young People's Substance Misuse Plan, Safer Leeds
- Leeds Alcohol Strategy 2007, Safer Leeds
- Hidden Harm- responding to the needs of children of problem drug users, ACMD 2003 and 2007
- Supporting Learners with Medical Needs, DfES/DOH 1996

Equal Opportunities

Please refer to Equal Opportunities Policy and the SEND Policy.

Generic Personal, Social, Health and Citizenship Education

The three principles for inclusion are :

A Setting suitable learning challenges

High standards are expected for all learners. This will be done by delivering a comprehensive scheme of work which provides continuity and progression for all.

B Responding to learner's diverse learning needs

Teaching and learning should be planned so that all lessons are inclusive and all learners are enabled to participate fully and effectively.

C Overcoming potential barriers to learning and assessment for individuals and groups of children

Short term planning should seek to lower as much as is possible barriers to learning, participation and assessment through flexible approaches to teaching/learning both in the classroom and in the wider school environment.

Sex and Relationship Education

B Responding to learner's diverse learning needs

There is a great need for sensitivity in the approach to sex and relationship education. This will include sensitivity to:-

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of young people
- homophobic bullying and behaviour

C Overcoming potential barriers to learning, participation and assessment for individuals and groups of learners

Many learners are vulnerable to abuse. It is important that they learn appropriate self-protection strategies and are aware of sources of support

Drug Education

B Responding to learner's diverse learning needs

There is a need for increased access to information and services for vulnerable groups including learners who have been excluded, non-attendeers, looked-after learners and learners of parents with problematic drug use.

C Overcoming potential barriers to learning and assessment for individuals and groups of learners

Drug Education needs to be sensitive to the fact that learners may have varying attitudes towards drugs which are influenced by their cultural and religious backgrounds and their life experiences, values and beliefs. (DfES 2004)

Delivery and Organisation of Personal, Social, Health and Citizenship Education

Generic Personal, Social, Health and Citizenship Education

Personal, Social, Health and Citizenship Education, Sex Education and Drug Education are part of a whole school approach. PSHCE will be delivered in this way :

- ❑ time allocation – once each week in a timetabled slot to be delivered by class teachers (who have received training). (approx 40 mins each week) **SECONDARY tbc**
- ❑ other opportunities within the curriculum – Cross curricular links particularly in Science/Literacy and RE. Outside agencies to support the delivery of PSHE. Daily academy assemblies and involvement in local and national work. The Academy's work towards the Investors in Learners Award.
- ❑ academy ethos – learner agreed class and Academy rules, a weekly ethos statement shared in assembly and on display in each class.

Sex & Relationships Education

In consultation with parents/carers, governors, community and religious leaders. Sex and Relationships Education will be delivered through :

- ❑ The planned SRE modules across all phases
- ❑ National Curriculum Science
- ❑ RE curriculum
- ❑ PSHCE

Right of withdrawal

Parents or carers have a legal right to withdraw their children from sex education, with the exception of National Curriculum Science. Firstly, the class teacher should consult with parents/carers to discuss the reasons why. If parents/carers still choose to withdraw children, the child and family should not be stigmatised for the decision.

The DCSF provides an information leaflet to parents who do withdraw their children. Parents who do withdraw their children should be alerted to possible consequences such as children receiving the information second hand from their peers, mis-information and feelings of segregation, embarrassment, alienation and could result in gaps in their learning .

Our arrangements for learners withdrawn from SRE will be moved to another classroom or area of the school where citizenship/PSHE skills can be used.

And support materials will be produced for home use which have to be completed alongside a parents and returned to the academy.

Drug Education

Drug Education will be delivered from Foundation to Year 6 in Primary phase and in the secondary phase years 7 to 11, using a multi-agency approach where possible in:

- Drug Education modules
- Science Curriculum
- PSHCE

There is no provision for withdrawal of learners from lessons.

At the Temple Learning Academy there will be a strong emphasis on family relationships and developing in all our students a strong understanding of effective parenting.

Ground rules

Generic Personal, Social, Health and Citizenship Education

Ground rules offer safety and security for learners and teachers. A safe climate is ensured through the school rules and Circle Time rules which should be revised regularly. These rules for Foundation to Year 11 are as follows:

- We listen to each other (treat everyone with respect)
- We do not say or do anything that would hurt another person
- We do not use people's names within Open Forum
- We signal when we want to say something (take turns)
- We may say pass
- If a game involves touch we may sit and watch before making a decision to join in.

The academy rules for Foundation Years to Year 6 are negotiated within each individual school at the beginning of the academic year.

The classroom rules are negotiated at the beginning and throughout each academy year between the teacher and learner.

In addition to these rules it would be appropriate for the class teacher to develop a set of rules for lessons and discussions related to Sex and Relationship and Drug Education. For example

- We will try not to ask any personal questions
- We will take part in discussion but can choose not to speak
- Only correct names of body parts will be used
- The meaning of words will be explained in a sensible and factual way.

Teachers are aware of their responsibility to minimise the chance of learners making disclosures in the class by using ground rules, distancing techniques and other recognised methods. When working on sensitive issues distancing techniques can be used to avoid embarrassment and protect learners' privacy. Depersonalising discussion, puppets, using role play to 'act out' scenarios, appropriate videos/DVDs and TV extracts, case studies with invented characters and visits to/from outside agencies can all help learners discuss sensitive issues that develop their decision-making skills in a safe environment. Any concerns must be filled out on a cause for concern form and passed to Mr. Browne (designated staff with responsibility for Child Protection).

Confidentiality

Please refer to Safeguarding Children/Child Protection policy

When learners make disclosures, they are placing their trust in the member of staff's judgment and acknowledging that they need help. If a learner makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality.

Before allowing a learner to make a full disclosure, therefore, it is essential that the member of staff should explain to the learner that the information might need to be passed on to the Principal or designated teacher for Child Protection who may make a record and pursue Child Protection procedures if necessary.

The learner's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies.

Working with Parents, Carers, Governors and Members of the Community

Generic Personal, Social, Health and Citizenship Education

Government directives state the importance of working with parents/carers for the development of personal, social and academic achievements of children. Therefore it is important that parents/carers support what we are doing. We encourage parents/carers involvement through our ethos, home academy agreement, newsletters, and other outside agencies where appropriate. We make sure the governors and members of the community are kept up to date and consulted about developments. We do this through the Principals Newsletter, the academy website, the academy mobile phone alert system, a termly class newsletter to members of the community and governors.

Sex and Relationships Education

- In addition to informing parents/carers about the areas of learning relating to sex and relationships education, parents/carers are invited to discuss the sex and relationships education programme.
- The Y5-11 PSHCE modules that develop SRE beyond the National Curriculum Science programme will be preceded by a letter of confirmation of consent including a disclaimer that if parents do not attend meetings it will be presumed that their child can be involved in the session.
- Letters of confirmation should be stored by the Personal, Social, Health and Citizenship Education co-ordinator until the learner leaves the school.

Drug Education

- Parents and carers are informed about the areas of learning relating to drug education
- Parents and carers are invited to discuss any aspect of the drug education programme
- The academy recognises the importance of raising awareness of drug-related issues among parents, carers and the local community

Working with Visitors and Outside Agencies

Please refer to the Academy's policy on visitors in school.

The Academy supports the protocols of ABC Leeds (Education Leeds Agencies Benefiting Children)

Before involving visitors in any aspect of Personal, Social, Health and Citizenship Education including Sex & Relationships Education and Drug Education, teachers should ensure that

- The visitor understands the Academy's values and approach to the educational programme
- There is appropriate planning, preparatory and follow up work for the sessions

- ❑ The visitor understands the emotional, intellectual, cultural, social and ability level of the learners involved
- ❑ The teacher needs to be part of the experience in order for the learners to value the lessons and to build on the learners' learning
- ❑ The checklists (**Appendix 3a and 3b**) are under consideration for use with a visitor to ensure success.

Involving learners in PSHCE

Learners' involvement in the development of the PSHCE curriculum is intrinsic to an effective PSHCE programme. In our Academy, we provide opportunities for this through :

- Academy and Class Councils
- Quality Circle Time
- Active Learning e.g. speaking and listening activities, drama/role play, discussion strategies e.g. diamond nine, talk partners etc
- Learner and peer assessments/evaluations
- Pre and post module activities
- Learner interviews
- Questionnaires
- Suggestion/worry boxes
- Problem solving
- Involving learners through 'brainstorming' what they want to learn about.
- Teachers will also discuss issues and topics that arise spontaneously such as bereavement. This will be dependent on the individual learner's and cohort's need.

Assessment

Please refer to the academy's policy on Assessment.

There is no statutory requirement for end of key stage assessment in PSHCE. However, assessment is a requirement of the National Healthy Schools Standard. Use will be made of the QCA end of key stage statements across the year groups.

Assessment in PSHCE

- Is planned from the beginning and identified as part of the teaching and learning
- Involves discussions with learners about learning objectives and outcomes
- Reflects the learning and achievements of all learners, taking into account their range of learning styles and intelligences
- Measures what we value about PSHCE and not just those aspects that are easy to measure
- Supports the way PSHCE is delivered in the Academy
- Actively involves learners as partners in the assessment process, giving opportunities for learners to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Gives opportunities for learners to collect evidence of their achievements that are linked to learning objectives and outcomes of the relevant activities.
- Is ongoing, diagnostic and informs future learning and teaching

Assessment in PSHCE should not imply that learners are failing as people or citizens. The assessment process itself must promote children's self-esteem by valuing learner's contributions and enabling learner's voices to be heard.

Learners are actively involved in effective assessments of their own learning. They will be involved in discussions about how their work is assessed, so that they know and can recognise their achievements. However, it is important to note that not all aspects of PSHE should be assessed. Eg – in discussions learners may reflect on how issues reflect on their own family or relationships

Examples of assessment :

All class teachers will have assessment sheets to support each module.

Ows and Wows – identify learners who have exceeded or fallen short of the module objectives. Keep a note of learners who have missed some or all of the module due to absence from the Academy.

Learners will be encouraged to complete pre- and post-assessment activities in appropriate modules.

Learner passports or questionnaires are provided for each year in each key stage in Education Leeds' Primary PSHCE Scheme of Work.

Monitoring and Evaluation

Please refer to the academy's policy on Monitoring and Evaluation.

Generic Personal, Social, Health and Citizenship Education

Monitoring

PSHCE coordinators will monitor the delivery and provision for PSHCE by:

- Holding reviews with individual members of staff
- Providing pro-formas for pre-interview meetings
- Compiling a portfolio of work that includes anecdotal evidence, parental/carers comments, photographs, learners work etc.
- Observing lessons
- Ensuring that ethos statements are used appropriately and effectively.

Evaluation

All staff responsible for delivering PSHE, on completion of a module, will evaluate the module. This information will be used by the PSHCE coordinator to modify and amend the module. Learners' and parents'/carers' views will be incorporated in this process.

Training and Support for Teachers

Please refer to CPD policy

SRE

- Teaching staff involved in the delivery of sensitive issues such as SRE will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, dealing with potentially difficult questions
- Training and support is organised by Mr. Browne (PSHE leader) who may choose to liaise with:
 - Teacher Adviser for Sex and Relationships Education, Education Leeds
 - The School Nurse

Drug Education

- All members of the teaching and non-teaching staff will be offered regular Drug Awareness Training to encourage confidence in dealing with drug education and issues relating to drugs in the academy community

- Training and support is organised by Mr. Browne (PSHE leader) who may choose to liaise with:
- Teacher Adviser for Drug Education, Education Leeds
- Local young people's drugs services
- West Yorkshire Police Schools Liaison Officer
- School Health Service
- D-Side

APPENDIX 1

Resources

A list of resources used to deliver PSHCE is held by the PSHCE coordinator.

Specific Resources for SRE in the Primary Phase:

- Healthwise : The Primary School Sex & Relationships Education Pack*
- Channel 4 : Living & Growing series*
- BBC Growing Up*
- BBC Active. Sex and Relationship Education 9-11 (Interactive Whiteboard programme)*
- SENSE DVD "Making sense of growing up and keeping safe"*
- Resources as identified in the medium term plans for the SRE modules*

Resources for SRE in the Secondary Phase:

Resources will include internet and paper based resources which will form part of the delivery of KS3 and KS4 Science, KS3 and KS4 PSHCE and pastoral Support Teams lead by the Heads of Guild.

Specific Resources for Drug Education:

- D:side programme*
- PRIDE (Parents' Role in Drug Education)*
- "Taking Drugs Literally"*
- "Know Your Stuff"*

Resources for Drug Education in the Secondary Phase:

Resources will include internet and paper based resources which will form part of the delivery of KS3 and KS4 Science, KS3 and KS4 PSHCE and pastoral Support Teams lead by the Heads of Guild.

APPENDIX 2

Reference to Other Linked Policies

This policy is linked to the following policies

- Child Protection*
- Equal Opportunities*
- SEN/Inclusion*
- Behaviour and Discipline*
- Health & Safety*
- Staff Development Policy*
- Visitors in school*
- Medication*

APPENDIX 3a

Checklist PRIOR to visit

Checklist For Schools And Agencies	
TIME AND PLACE	
Date(s) of Involvement:	Time: From to Number of days/weeks:
Venue/room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the academy:	Session plans: Attached: yes/no To be forwarded to:
PEOPLE	
Academy:	Agency name:
Contact details:	Specialism:

Academy address: Tel No: E-mail:	Agency address: Tel No: E-mail:
Child protection teacher: Learning mentor/other contact:	Agency contact: Other Contact:
Teachers to be involved:	Do parents need to be consulted before the session? yes/no
Have disclosure/confidentiality procedures been discussed? yes/no Other policies for consideration:	Is the academy satisfied with the agencies CRB/liability arrangements? yes/no
Number of learners: Key Stage: Year Group:	Learning needs: Other/individual needs:
Intended learning outcomes:	What has been taught previously?

	How will the work be continued?
How will skills and progress be assessed?	Who will be present? How will they support the session?
How does the work support the CPD of teachers e.g. team teaching?	Do staff require/want any additional training? yes/no
How will the effectiveness of the session be evaluated by learners? How will the effectiveness of the session be evaluated by adults?	Which routes for referral, procedures and services will learners be signposted to?
AGREEMENTS	
Have any expenses been agreed to? yes/no	
Checklist completed by:	

Designation:

Date:

Meeting carried out: in person/by phone/other (please circle)

Acknowledgements: ABC Leeds 2006

APPENDIX 3b

Checklist DURING & AFTER visit

<u>Joint Evaluation Form</u>		
Please fill this in together where possible		
Aim of session:		Session date:
		Time:
Agency:		Year group:
School:		Class:
Question	Scale 1 - 10	How do you know?
1. How well did the programme meet the needs of young people?		
2. How well has the work developed the skills of learners to manage their wellbeing?		
3. How well has the input contributed to the PSHE Schemes of Work?		
4. Has there been an impact on staff skills and confidence?		
5. How well did the pre-planning support the session/visit?		
6. How will be the work be continued and/or adopted into the Schemes of Work next		

year?		
7. Were there any elements that could be improved in the future?		
8. Any other comments?		
Please keep a copy for your records.		

Acknowledgements: ABC Leeds 2006

APPENDIX 4

Specific issues relating to Sex and Relationships Education

What is Sex and Relationships Education?

Sex & relationships education (SRE) is the lifelong learning about physical, moral, social and emotional development. It is about the forming of positive non-exploitative relationships that are based on respect, care and empathy. There are three main elements :

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

(SRE Guidelines, DfES 2000)

Effective sex and relationship education is essential if children and young people are to make and sustain meaningful relationships. We want children to be able to make responsible and well informed decisions about their lives. We want children to have knowledge skills, skills and understanding to keep themselves and others safe.

Statutory Sex and Relationships Education is in the Science National Curriculum

Key Stage 1 : learners are taught that humans and other animals can produce offspring and that these offspring grow into adults

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Key Stage 3 : learners should be taught about human fertilisation, puberty, the human reproductive system, the development of the foetus and how bacteria and viruses can affect health

Key Stage 4: learners should be taught about hormone control including the effects of sex hormones, medical uses of hormones and how this may control fertility, defence mechanisms of the body and how sex is determined in humans.

Sex and Relationships Education is also in the non-statutory PSHCE curriculum

Key Stage 1: Myself and others, feelings; Families – See PSHE medium term plans for further detail.

Key Stage 2 : What's happening to me?; Addressing worries About Growing and Changing ; Growing & Changing; Puberty – See PSHE medium term plans for further detail

Working with parents and carers :

Opportunities will be provided for parents and carers to find out about how SRE is delivered, view resources and discuss their own role in their child's sex and relationships education and any concerns they might have. Their views will also be sought in developing and revising school policy.

Parents/carers' right to withdraw their child

- Relationships education is an integral part of PSHCE and all work in school. Some modules may relate more specifically to health education and to sex education.
- Parents and carers have a legal right to withdraw their child from those aspects of sex education that are not included in National Curriculum Science.
- *Parents/carers who are considering withdrawal will be invited to meet with class teacher and the PSCHE co-ordinator to discuss the SRE programme.*

- Parents who do withdraw their children should be alerted to possible consequences such as children receiving the information second hand from their peers, mis-information and feelings of segregation, embarrassment, alienation and could result in gaps in their learning .

If parents/carers still choose to withdraw children, the child and family should not be stigmatised for the decision made. The DfES will provide, on request, an information leaflet to parents who withdraw their children. This can also be downloaded from www.dfes.gov.uk/sreandparents/

Enquiries and complaints procedures

If a parent/carer wishes to find out more about any aspect SRE, they should contact the class teacher. If they wish to make a complaint about any aspect of SRE, they should contact the head teacher.

APPENDIX 5

Specific issues relating to Drug Education and drug-related issues

What is a drug?

Current educational thinking agrees that a drug is 'any substance which when taken changes the way the body works or how a person behaves, thinks and feels.' (Drugscope) The word 'drug' includes

- ❑ All legal drugs, including tobacco, alcohol, solvents & volatile substances, misused medicines and social drugs like alkyl nitrites (poppers)
- ❑ All illegal drugs
- ❑ Prescribed and over-the-counter medicines

What is Drug Education?

Drug Education should enable learners to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

(Drugs, Guidance for Schools, DfES 2004)

Drug, alcohol and tobacco education is an explicit, planned component of PSHCE....Drug, alcohol and tobacco education provides a context for enabling learners to increase their knowledge and understanding of drugs, alcohol and tobacco and to explore attitudes and develop skills for making healthy, informed choices. It should be supported by :

- ❑ Academy values and an ethos that have been developed by all members of the academy and the wider community
 - ❑ Positive relationships within the academy and between the academy and wider community
- Whole-academy policy and practice that is consistent with the aims of drug, alcohol and tobacco programme. The development of this whole-school approach is supported by the National Health Schools Standard. (QCA 2003)

Drug Education is in the Science National Curriculum :

Key Stage 1 : learners are taught about the role of drugs as medicines

Key Stage 2 : learners are taught about the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health

Key Stage 3 : learners should be taught that the abuse of alcohol, solvents and other drugs affects health

Key Stage 4 : learners should be taught the effects of solvents, alcohol, tobacco and other drugs on bodily functions.

Drug Education is also taught in the non-statutory PSHCE curriculum

Key stage 1 : Around The House; Medicines – see PSHE Medium Term Plans.

Key Stage 2 : Smoking; Alcohol; Drugs and Volatile Substances; How Drugs Affect Us – See PSHE

Medium Term Plans

Parents' and Carers' role in drug education :

- ❑ Parents and carers are informed about the areas of learning relating to drug education
- ❑ Parents and carers are invited to discuss any aspect of the drug education programme
- ❑ The school recognises the importance of raising awareness of drug-related issues among parents, carers and the local community

MANAGEMENT OF DRUG RELATED INCIDENTS

In managing drug-related incidents, the term 'academy' refers to

- ❑ the buildings and grounds within the academy perimeter at times when learners are authorised to be on the premises
- ❑ any location visited by learners as part of an organised academy visit

The academy will deal with the impact on the health and wellbeing of learners of anything that happens in the immediate vicinity of the academy.

Drug using carers and their children

If a member of staff suspects that a parent or carer is misusing drugs and that there is a risk to the child, this should be reported to the designated teacher for Child Protection and the Principal. For guidelines on assessing risk, see Child Protection Policy.

For guidance on dealing with a parent or carer affected by substances on academy premises, see Action Chart located on Safeguarding board in the staffroom.

Prescribed and non-prescribed medicines :

Please refer to the academy's' Medication Policy

Smoking:

This academy is a smoke free academy. We request that everyone observe this, both in the grounds and in the building.

Academy staff and visitors who smoke should make their own arrangements off the academy premises, out of sight of all learners, within the terms of their contract of employment. Support is available to staff who wish to stop smoking.

It is an offence under Smokefree England legislation July 2007 for the academy knowingly to allow smoking in the academy buildings or any sheltered area attached to the buildings. Any adult found smoking could be subject to an on the spot fine of £50 by the Environmental Health Department. The academy could be fined £2500.

Our academy grounds are smoke free in line with our Healthy Schools policy (NHSS 1.6)

Parents and visitors who smoke are asked not to do this in sight of the academy, in order to support the non-smoking message we hope to instil in our learners.

Learners who are found with cigarettes and associated products or who are found to be smoking will be dealt with according to the procedures outlined in the Action Chart located on Safeguarding board in the staffroom.

Alcohol:

No member of staff may bring alcohol to the academy for consumption or consume alcohol during the academy day. Any teacher who does so may be subject to disciplinary procedures.

Alcohol is permitted for staff and parent social events held out of academy time. It is the responsibility of each individual to ensure they use alcohol sensibly.

Alcohol may not be sold at social events unless the Principal and Governing Body have agreed and obtained the necessary license.

Learners who bring alcohol to the academy or are affected by alcohol will be dealt with according to the procedures outlined in the Action Chart located on Safeguarding board in the staffroom.

Volatile Substances:

- Volatile substances includes gases, aerosols, glues and other products which might be inhaled for their effect.
- The storage of authorised volatile substances is covered in the Health & Safety policy
- Staff are responsible for ensuring the safe use of essential volatile substances in the academy
- Learners should not need to bring volatile substances to the academy, including aerosol deodorants, spray hair products, glues or correction fluid.
- Unauthorised products will be confiscated.

Staff should be made aware of the physical effects of VSA, particularly the possible effect on heart rhythm. It is essential that a calm atmosphere is maintained if a pupil is found to be intoxicated, in order to avoid shock and/or heart failure. For guidance on how to deal with a situation related to Volatile Substance Abuse, please refer to the Action Chart located on Safeguarding board in the staffroom.

Illegal drugs:

Please refer to the Action Charts located on Safeguarding board in the staffroom.

Guidelines for the safe handling, collection and disposal of hypodermic needles and syringes

Staff should remind learners regularly of what to do if they find any substance or drug-related equipment to ensure their safety.

The procedure is :

1. Stay calm
2. Do not touch anything
3. Send someone to get the nearest member of staff to deal with it
4. Only members of staff should (safely) pick up the object
5. Place in Needle Safe (contact Leeds City Council Discarded Needles Helpline 0800 1386227) or a plastic container with a lid.

Do **not** dispose of potentially dangerous objects in school bins

Action Charts relating to drug incidents:

- Handling drugs and substances
- Smoking
- Alcohol and Volatile Substances
- Parents, carers and visitors on academy premises affected by use of drugs and substances

- Disclosure of drug or substance use

These Action Charts are all located on Safeguarding board in the staffroom.

Local Support

The following local services provide support for individuals with problematic or potentially problematic drug use. This information and support is available for all members of the school community – learners, staff and parents concerned about problematic drug use are entitled to support.

Alcohol	Alcohol and Drug Services Leeds Addiction Unit	0113 2470111 0113 2951300
Smoking	NHS Leeds Stop Smoking Service	0800 169 4219
Drug use Alcohol Volatile Substance Abuse	Base 10 (8-18) Mayisha (Black Health Initiatives) Leeds Addiction Unit Multiple Choice (17+) T3 (treatment service)	0113 2433552 0113 3070301 0113 2951300 0113 2456616 0113 2443399
Drug Education	Children In Crisis d:side (KS2)	0113 2225507
Support for parents and carers	GASPED	0113 2450100 Helpline : 0845 146 0002

Useful national websites and contacts

Drugscope	www.drugscope.org.uk		Information updates on drugs
Frank	www.talktofrank.com	0800 77 66 00	Information on all drugs, support
Alcohol Concern	www.alcoholconcern.org.uk		Information, support
Adfam Family Drug Support	www.adfam.org.uk	020 7928 8898	Information, support
NHS	www.nhsdirect.nhs.uk	0845 46 47	Information on all aspects of health, support
Re-solv	www.re-solv.org		Information, training on volatile substances
Roy Castle Lung Cancer Foundation	www.roycastle.org		Information about smoking
Home Office	www.drugs.gov.uk		Information about law

Acknowledgements :

- The Learning Zone, Leeds
- Drugs & Schools Group, Leeds

PLATINUM AWARD
Application form



The award is for organisations and businesses promoting a smoke free environment which is more than the minimum legal requirements of the Smoke free Legislation 1 July 2007. (See below)

1. Your Name
2. Title:

3. Name of Organisation and Address:
4. Email address:

3. Briefly describe what you are doing which is more than that legally required by the Smoke free Legislation. Examples of an activity would meet the award criteria: making your grounds smoke free; supporting staff who want to stop smoking; refusing to sell tobacco products in a shop which formerly did so etc.

4. Signature:

Requirements of the Smokefree Legislation 1 July 2007

- All enclosed public places and working places, including offices, factories, schools, shops, pubs, bars, restaurants, membership clubs, public transport and work vehicles used by more than one person are smoke free. Smoking rooms are not allowed.
- No Smoking signage is displayed at all public entrances of buildings and in company vehicles.
- The employer/manager discourages smoking in a smoke-free place.

For more information, visit www.smokefreeengland.co.uk

Please return form to Gemma Mann, Health Improvement Specialist for Tobacco Control, Leeds NHS, North-West House, Ring Road, West Park, Leeds LS16 6QG or email it to Jan Brown, Teacher Adviser