

SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

PSHE POLICY (Including SRE and Drug Education)

1.0 Introduction

This policy was produced in conjunction with the Shirley High School Healthy School Task Group and the PSHE Line Manager and Co-ordinator. Shirley High School has a commitment to the National Healthy School Scheme and was accredited with Healthy School status in December 2006.

2.0 Background Information

Shirley High School is an 11-16 comprehensive school serving the London Borough of Croydon and parts of neighbouring London boroughs. The school was awarded specialist status in Performing Arts in September 2005.

There are nearly 950 pupils on roll. 15.8% of pupils are entitled to Free School Meals and 196 are on the SEN Register. 21.9% of pupils are EAL pupils, 41% of our pupils are from an ethnic minority background - (2006)

This policy was developed following an audit of the whole school community undertaken by the Shirley High School Healthy School Task Group, under the leadership of the Healthy Schools Co-ordinator. This included all pupils, parents, employees and Governors. The issues consulted on included PSHE delivery, drug and tobacco use, and SRE by teachers who felt inadequate at delivering the content or for personal preference.

3.0 Policy Statement

- 3.1 PSHE includes personal, social, health and careers education; it also includes Citizenship. This subject allows all pupils to express themselves through a range of learning opportunities, and to explore moral, social, spiritual and cultural issues whilst discovering themselves.
- 3.2 PSHE should be taught to meet the two National Curriculum (QCA, DfEE 1999) broad aims that provide an essential context within which PSHE and Citizenship is developed:
 - The school curriculum should aim to provide opportunities for all pupils to learn and achieve.
 - The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development, and prepare all pupils for the opportunities and responsibilities of life.
- 3.3 PSHE and Citizenship supports the aims of the school by encouraging pupils to pursue their full potential and by encouraging the development of sound personal relationships. It also supports the aim of the school "To prepare pupils for the opportunities, responsibilities and experience of adult life".
- 3.4 PSHE is linked to the Equal Opportunities Policy in 'valuing both equality and difference'. The PSHE programmes of study support this, as do outside speakers, in creating an environment where everyone is treated with equal importance and is offered equality of opportunity.
- 3.5 The whole school ethos of 'striving for excellence' within 'a well ordered atmosphere' supports PSHE and Citizenship in encouraging all pupils to achieve, to have a secure understanding of good behaviour, and to know the importance of attendance, all underpinned by a firm belief in the importance of building good relationships.

3.6 Every Child Matters, which led to the Children Act (2004), emphasised that PSHE and Citizenship in schools play a vital role in achieving the following outcomes:-

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving economic well-being.

These areas are embedded into the planning and delivery of PSHE and Citizenship at Shirley High School.

4.0 Organisation, Planning, Delivery and Assessment

4.1 A member of the Senior Leadership Group (SLG) has responsibility for co-ordinating PSHE. She is supported by a team of four staff members, each with responsibility for a year group (academic year 2006-7).

4.2 PSHE is delivered through one discreet lesson per week to all pupils. The PSHE and Citizenship scheme of work provides a developmental programme that consolidates and further extends existing knowledge, skills and understanding. They include bullying, health, safety, SRE, Drug Education and Citizenship, as well as topics to meet the needs of individual year groups. There are explicit opportunities in other curriculum subjects for PSHE and Citizenship issues to be explored. These include English, Maths, Science, Design & Technology, Religious Studies, History, Geography, ICT, Drama, Art, Music and PE. There are occasions when the timetable is suspended for specific year groups to pursue PSHE and Citizenship activities, such as workshops and theatre productions. Most of our pupils are involved in active PSHE and Citizenship within the school and wider community.

4.3 PSHE is planned and delivered to meet the needs of individual pupils. Those with special needs including hearing impairments, are catered for in accordance with advice from the SEN and HRC departments. This includes arranging for films, DVDs and productions to have transcripts, and ensuring that a range of learning opportunities exist to accommodate a range of learning styles (see 4.4). Those pupils who are more vulnerable to mental health, drug use, and teenage pregnancy will be supported through information in PSHE lessons, and individually through the school Pastoral system. A sympathetic approach will be taken where necessary.

4.4 PSHE encourages active learning thus offering, through their structure and process, automatic differentiation that accommodates different attitudes to learning and different abilities. Through group work and creative processes, pupils acquire knowledge, practice skills, and explore beliefs and values. Active learning encourages all pupils to take part in structured activities, to reflect through questioning, to practice new learning and to understand how to transfer new knowledge and skills to all areas of life within and beyond school.

Active learning methods include brainstorming, discussion, feedback, quizzes, storyboards, case studies, role play, use of video and DVD, appropriate articles from newspapers and magazines, and listening skills. Dependent on the tasks, pupils will be grouped according to gender, ability, or socially.

- 4.5** The PSHE department has, and continues to build up, a wide range of resources. These include textbooks, video and DVD, newspaper and magazine cuttings, posters and leaflets. These provide breadth and balance, factually accurate and up-to-date information, and support the school Equal Opportunity Policy. The materials provided in PSHE support and facilitate active learning. They provide opportunities to challenge misconceptions, stereotyping and myths where appropriate.
- 4.6** All staff who deliver PSHE are offered the opportunity to attend a wide range of professional development programmes. These include in-house, LEA and commercial provision. For examples refer to NHSS 1.10.
- 4.7** PSHE is assessed according to QCA guidance. The school will report Citizenship, in line with QCA guidance, at the end of KS3. Teachers will report PSHE in line with the school Assessment Policy both through tracking and written reports to parents.

5.0 Links to Pastoral Systems and Community Services

- 5.1** The school aims to provide support for pupils that complement issues raised through PSHE lessons. Referrals are made to CAMHS, Croydon Drop-In, Educational Psychologists and other agencies. The school has a volunteer counsellor who runs group sessions according to pupils' needs, for example bullying, anger management. For further examples refer to NHSS 1.8.
- 5.2** The school aims to provide pupils with information on how to access the many outside agencies that provide services specifically for young people. These include Childline, Alcoholics Anonymous, Connexions. For further examples refer to NHSS 1.8.

6.0 Specific Issues

- 6.1** Confidentiality for young people cannot and must not be guaranteed by the school or its staff. The boundaries of confidentiality should be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request will be honoured unless this is unavoidable for teachers to fulfil their professional responsibilities in relation to:-
- Child protection (see school Child Protection Policy).
 - Co-operating with a police investigation.
 - Referral to external services.
- Every effort will be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.
- 6.2** Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE and Citizenship. To this end ground rules need to have been agreed between the teacher and the class to provide a common values framework within which to teach. There must be clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis.
- 6.3** To facilitate group agreements and distancing techniques:-
- Pupils will be given preparation so that they know how to minimise any embarrassment they feel.
 - Neither the teacher nor pupils should be expected to ensure personal questions.
 - No one will be forced to take part in discussion.
 - Meanings of words will be explained in a sensible and factual way.

6.4 In order to deal with sensitive questions:-

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way that does not encourage giggling and silliness.
- Pupils are encouraged to write down questions anonymously and give them to the teacher, allowing the teacher time to prepare an answer before the next lesson, or choose not to respond to inappropriate questions.
- If a verbal question is too personal, the teacher will remind the pupil of the ground rules.
- If a question is too explicit, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a child is at risk of abuse, the school child protection procedures will be followed.
- Where appropriate, the school nurse or other suitable professionals could be invited to provide follow-up and deal with some of the questions.

6.5 At Shirley High School all community based agencies who visit to provide curriculum support, are asked to:-

- be willing to share their experiences, beliefs and insights but avoid criticising the experiences and insights of others, and imposing their views upon the pupils in any way.
- be familiar with the schools' aims, ethos and policies, and plan accordingly.
- use engaging teaching and learning methods which actively involve the pupils, and to communicate appropriate to the age of the pupils.
- make clear to pupils who they are, who they represent, and what their aims and objectives are.
- communicate with pupils using an open and non-judgemental approach, avoiding any hidden agenda to influence.

6.6 Prior to community based agencies visiting the school, relevant staff must ensure that:-

- checks have been made with the LEA if there are concerns.
- their input is integrated within a planned programme.
- appropriate planning sheets/lesson plans have been produced.
- school and class background information has been issued.
- resources have been checked and rooms booked if appropriate.
- dates and times have been confirmed in writing.
- an evaluation process has been agreed.

7.0 Links with Other Policies

- Equal Opportunities Policy ~ embodies the school's commitment to respect for all, recognition of the equal importance of all, and the value of equality and difference.
- Child Protection Policy ~ embodies the school's commitment to ensuring the safety of all pupils and the referral to outside agencies when appropriate.
- Bullying Policy ~ embodies the school's commitment to safety and respect for all in providing an 'atmosphere free from intimidation'.
- Health and Safety Policy ~ reinforced through PSHE Schemes of Work, and relates to the school's commitment to ensure the safety of the whole school community.
- Racial Equality Policy ~ embodies the school's commitment 'actively countering racial discrimination, and promoting equal opportunities and good race relations' for all.

8.0 This policy will be disseminated to staff through the Staff Handbook. Pupils will be made aware of relevant parts of the policy through the School Council and PSHE lessons. Parents will be able to view the policy if required.

9.0 The policy will be monitored by the SLG member with line management responsibility for PSHE.

Approved by the Governing Body March 2007.

APPENDIX 1 RELATING TO SEX AND RELATIONSHIP EDUCATION (SRE)

1.0 Policy Statement

SRE is lifelong learning about physical, moral and emotional development. SRE is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity which would be inappropriate teaching.

The object of sex and relationship education is to help and support young people through their physical, emotional, and moral development. A successful programme, delivered through PSHE, will help young people learn to respect themselves and others, a move with confidence from childhood through adolescence into adulthood.

SRE has three main elements:-

- **Attitudes and Values:**
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of love, care and respect;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.
- **Personal and Social Skills:-**
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict; and
 - learning how to recognise and avoid exploitation and abuse.
- **Knowledge and Understanding:**
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
 - the avoidance of unplanned pregnancy.

2.0 Organisation, Planning and Delivery

2.1 The Senior Leadership Group (SLG) member with responsibility for overall PSHE co-ordination is responsible for co-ordinating SRE.

2.2 Three main subject areas address the issue of SRE. They are PSHE, Science and Religious Studies. Child Development is offered as an Option at KS4.

2.2.1 PSHE covers relationships, teenage pregnancy and an introduction to sexually transmitted diseases in KS3. In KS4, these areas are developed.

PSHE is delivered by experienced staff. Outside agencies assist in the delivery, including the School Nurse.

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- 2.2.2 Science focuses on knowledge. Year 7 cover reproduction of mammals, the mechanics of human reproduction systems including fertilisation, and puberty. In Year 9 pupils look at variation in DNA inheritance.
- 2.2.3 Religious Studies course is in accordance with Croydon Agreed Syllabus. Explicit opportunities exist for pupils to consider the response of religion to the fundamental question about the purpose of being, morality and ethical standards and to develop their own response to such matters. At KS4 pupils consider the importance of stable relationships and the upbringing of children, and the moral issue of abortion.
- 2.2.4 GCSE Child Development includes contraception, conception, sexually transmitted diseases, and the importance of family.
- 2.2.5 In all subjects it is inevitable that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour. Such discussions will be relatively limited and set within the context of the subject concerned and not constitute part of the SRE programme. Teachers will draw upon their professional judgement and commonsense to deal effectively with such occurrences.

3.0 Parents Right to Withdraw Their Children

In accordance with statutory guidelines (Learning and Skills Act 2000, Section 148) parents have the right to withdraw their children from all or part of the sex and relationship education provided at school with the exception of those parts included in the statutory National Curriculum. A register of such pupils will be made and kept centrally.

APPENDIX 2 RELATING TO DRUGS EDUCATION (ALCOHOL, TOBACCO, AND VOLATILE SUBSTANCES)

1.0 Shirley High School's Stance Towards Drugs, Health and the Needs of Pupils

Drug use and misuse have become increasingly common in our society. Shirley High School recognises the need to prepare and equip young people for life in a drug using society. The school needs to be prepared and able to deal with the broad range of drug related situations and incidents which may occur in the lives of our pupils and others involved in the life of the school.

Shirley High School recognises that the possession, use or supply of illegal or unauthorised drugs is unacceptable, operating a 'zero tolerance' policy. However, if an incident involving drugs should occur, the first concern is always for the health and safety of the school community and meeting the pastoral needs of pupils. Thus, administering first aid and summoning help in the case of medical emergencies will always take priority before dealing with any issues.

2.0 To Whom the Policy Applies

This policy applies to all employees, pupils, parents and carers, governors, visitors to the school including contractors, and partner agencies working within the school. For this policy, the geographical boundaries of the school include all buildings and grounds including car parks, playgrounds, fields and the redgra. It excludes School House and its designated garden. This policy also covers any incident that may occur off school premises while on school business - school day visits and residential visits both within the UK and abroad.

3.0 Aim of Drug, Alcohol and Tobacco Education

The aim of drug education is to provide pupils with opportunities 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.

4.0 Objectives of Drug, Alcohol and Tobacco Education

4.1 To increase pupils' knowledge and understanding and clarify misconceptions about:-

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

4.2 To develop pupils' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:-

- assessing, avoiding and managing risk.
- communicating effectively.
- resisting pressures.
- finding information, help and advice.
- devising problem solving and coping strategies.
- developing self-awareness and self esteem.

4.3 To enable pupils to explore their own and other people's attitudes towards drugs, drug use, and drug users, including challenging stereotypes, exploring media and social influences.

5.0 Organisation, Planning and Delivery

5.1 The Senior Leadership Group (SLG) member with line management responsibility for PSHE co-ordinates Drug Education. The Senior Leadership Group oversees and co-ordinates and manages drug issues as and when they arise.

5.2 Two main subjects deal with Drug Education. They are PSHE and Science.

5.2.1 In PSHE pupils consider issues to do with smoking in Years 7 and 9, alcohol in Years 8 and 9, and drugs in Years 10 and 11. PSHE is delivered by experienced staff, supplemented by outside agencies. These include the Police Youth and Community team, Croydon Drop-In, Alcoholics Anonymous, Cragrats Theatre, and the school nurse.

5.2.2 In Science pupils cover issues to do with smoking in Years 8 and 9, and alcohol and drugs (medicinal, recreational and illegal) in Year 9.

5.2.3 In all subjects it is inevitable that the teaching of apparently unrelated topics will occasionally lead to a discussion on aspects of drug education. Such discussions are relatively limited and set within the context of the subject concerned, and does not constitute part of the Drugs Education programme. Teachers will draw upon their professional judgement and commonsense to deal effectively with such occurrences.

6.0 Management of Drugs

When a pupil is discovered either in possession of, and/or under the influences of, and/or dealing in, and/or having admitted to using illegal drugs, the following course of action will be taken:

- Medical assistance will be sought if appropriate.
- The Croydon Youth and Community Section of the police located at Croydon Police Station will be informed of the incident and may be involved in any subsequent action. The school will follow the Croydon Serious Incident Procedure.
- The evidence, if any, will be placed in the school safe. After consultation with the Youth and Community Section of the police, the evidence will either be disposed of or retained for an appeal.
- No searches of pupils will take place.
- Pupils in possession of, or selling illegal drugs will be permanently excluded.
- Pupils under the influence of a drug will be given a fixed term exclusion.
- Parents will be informed of the counselling and support services available within Croydon and supplied with relevant names and telephone numbers, and advised, if appropriate, to seek medical advice.
- The school will expect parents to seek help from these services on behalf of the pupil and his/her family.
- If a parent or carer comes on to school premises under the influence of drugs, a member of the Senior Leadership Group will ask them to leave the premises if it is deemed safe for them to do so. If the parent or carer refuses, the police will be called.
- If a pupil needs to take any medication, parents must inform the school First Aid Officer in writing. The medication must be in a clearly marked container, including dosage and time of administering. These are locked in a secure cupboard in the Medical Room.

7.0 Responding to Media Enquiries

The Headteacher will respond to any media enquiry regarding, for example, a drug incident in school. When an incident has occurred, advice will, if appropriate, be sought from the School Drug Advisor, Jimmy Burke (020 8274 6398), and the LEA Press Officer (020 8760 5644).

8.0 Links to Pastoral Systems and Community Services

- Pupils are made aware of the various internal and external support services through PSHE lessons, assemblies, school council, information boards, Heads of Year.
- Heads of Year refer pupils to external agencies appropriate to the needs of individual pupils.

9.0 Involvement of Parents and Carers

- Information regarding drug issues are disseminated to parents through the School Newsletter.
- Parents or carers of pupils involved in drug use and misuse are dealt with individually by a member of the SLG, the appropriate Head of Year, and external agencies, if appropriate. (See 6.0)

10.0 Definitions and Terminology

- Drug - this document uses the term to refer to any psychotropic substance that has potential to affect how a person thinks, feels and behaves. This includes all legal drugs such as tobacco and alcohol, all illegal drugs, volatile substances, and over-the-counter prescription medicines.
- Illegal Drugs
 - Class A: crack, cocaine, ecstasy, heroin, LSD, amphetamines if prepared for injection, magic mushrooms when prepared (eg dried or stewed).
 - Class B: amphetamines.
 - Class C: cannabis, GHB, steroids, Valium, Temazepam, Diazepam.
- Authorised Drugs - principally medicines and other drugs sanctioned for legitimate use (such a alcohol stored securely for a raffle, safe storage and use of hazardous chemicals). In all other circumstances drugs are unauthorised whether legal or not.
- Drug Use - the consumption of any drug. All drug use, including the use of medicines, has the potential to cause harm.
- Drug Misuse - drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems.
- Drug Abuse - drug taking harms health and functioning. It may be part of a wider spectrum of problematic or harmful behaviour.