



“I have come in order that you might have life – life in all its fullness.”  
John 10:10

## Personal, Social, Health and Citizenship Education (PSHCE) Policy

Incorporating:

- British Values
- Statutory duty to prevent extremism and radicalisation
- Drug Education

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| <b>Policy reviewed:</b>  | <i>22/2/2017</i>   |
| <b>Next review:</b>  | <i>Spring 2020</i> |
| <b>Signed (Headteacher):</b>   | <i>R. Kaye</i>     |
| <b>Statutory policy:</b> <i>Yes/No</i> <b>On school website:</b> <i>Yes/No</i> |                    |

# PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY

## 1. Aims

### (i) The development of positive personal identity

Objectives:

- The enhancement of self-esteem and confidence.
- The development of independence.
- The ability to make informed choices and decisions.
- The acceptance of responsibility for one's own actions.
- The development of resilience and risk-taking.
- The ability to deal with transition and cope with disappointment.
- The development of spirituality.

### (ii) The development of positive social interaction

Objectives:

- The development of good relationships characterised by mutual respect and tolerance.
- The development of cooperative skills and the ability to be part of a team.
- The development of social awareness and a sense of fairness and justice.
- The development of healthy lifestyles.

### (iii) The development of positive values

Objectives:

- The ability to relate the teaching of Jesus and the school's core Christian values to one's own life, choices and priorities.
- The ability to respect others, share ideas and make choices (British value: democracy).
- The ability to follow rules and accept consequences (British value: the rule of law).
- The ability to be oneself and develop one's own identity, interests, gifts and talents (British value: individual liberty).
- The ability to meet, welcome and learn about and from people with different faiths and beliefs (British value: mutual respect for and tolerance of those with different faiths and beliefs and for those without faith).

## 2. Context

Personal, Social, Health and Citizenship Education (PSHCE) development will occur within the following contexts:

- Self – mental and physical
- Family
- Friends
- Community – school, home, etc.
- Work/roles
- Leisure
- Environment, including the development of a Forest School
- Society – codes of behaviour, structure, rights and responsibilities
- Beliefs/religion
- Opportunities for Spiritual, Moral, Social and Cultural (SMSC) development (see Christ Church's SMSC Policy for details)

### **3. PSHCE development in school**

This will fall within three main areas:

#### **(a) Personal, Social, Health and Citizenship Education curriculum**

- Self-esteem
- Group work
- Decision making
- Cooperation
- Beliefs and values

#### **(b) Teaching and learning**

- Group work
- Team-building activities
- Self-esteem
- Rewards and sanctions
- Developing enquiry
- Independence in learning
- Communication
- Expectations

#### **(c) Whole school**

- Christ Church's five core Christian values
- Relationships within school/home and the wider community
- Playground/recreational activities (after school and lunchtime clubs)
- Positive work ethic
- Pupil participation
- Physical environment
- Nurture Group
- Inter-agency working

### **4. Statutory duties to prevent extremism and radicalisation**

At Christ Church we recognise that we have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised.

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter-Terrorism and Security Act 2015
- "Keeping children safe in education" (2015)
- "Prevent Duty Guidance" (2015)
- "Working together to safeguard children" (2015)

#### **Definitions**

**Extremism** is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. (See 1(iii), above.)

### **Staff Training**

At Christ Church, annual Child Protection and Safeguarding refresher training is designed to help staff understand the issues of radicalisation, so they are able to recognise signs of vulnerability or radicalisation and know how, when and to whom to refer their concerns. This information also forms part of the school's Safeguarding induction training for new staff. Staff are updated as necessary in briefings.

### **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable: our recruitment procedures are rigorous and we follow the statutory guidance. See the school's Safer Recruitment Policy for details.

### **Signs of vulnerability**

According to the Home Office, although there are no known definitive indicators that a young person is vulnerable to radicalisation, there are a number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social or faith groups

### **Reporting "Prevent" concerns about extremism and radicalisation**

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other Safeguarding concerns.

Any and all concerns about children becoming radicalised or being drawn into extremism – including being exposed to racist ideology which promotes or condones prejudice, hatred and violence – should be reported immediately to **Rupert Kaye** (Headteacher and Prevent Lead) or **Ali Bowden** (Deputy Head and Deputy CPO) or **Katy Tennant** (Early Years Leader and Deputy CPO) at school on **01373 463781**. They will then follow the *Process map for reporting a "Prevent" concern*. (See Appendix C of the school's *Child Protection and Safeguarding Policy* for details.)

***If there is an IMMEDIATE RISK to a child's safety and/or of a criminal act being committed, call the Police on 999*** (emergency number).

***If there is NOT an immediate risk, call the Police on 101*** (non-emergency number) or contact one of the **Regional Police Prevent and Channel Leads:**

- **DI Mandy Pilling ... 07585 307109**
- **DI Sam Norman ... 07881 268432**

Information can be passed anonymously via the **Anti-terrorist Hotline: 0800 789321**.

## **5. Drug education**

At Christ Church C of E First School we recognise that all staff share a pastoral role and proactive approach to drug education and to give a clear view on drug use in school. We recognise that:

- drugs play a part in the lives of every one of us and that experimentation with drugs has always been a feature of many young people's lives;
- this school has a responsibility to help to reduce the harm from drugs and to play a role in drug prevention.

### **A definition of drugs**

The term "drugs" includes over-the-counter drugs, prescribed medication, tobacco, alcohol, solvents and other substances whose use may have harmful effects on the body, as well as illegal drugs.

With regard to drug education, we aim to:

- meet the needs of pupils;
- provide a framework for staff to inform teaching and responses to drug-related incidents on school premises;
- inform parents and carers about the school's approach to dealing with incidents and the drug education programme;
- secure the commitment of school governors.

The staff and governors at Christ Church:

- are committed to promoting the good health, safety and well-being of the pupils and adults in the school community;
- are committed to working in partnership with parents and will seek to involve parents in the drug education programme by keeping them informed;
- believe that health education is a vital part of the PSHCE curriculum for every pupil.

### **Drug education at Christ Church**

Drug education in school will be provided by all teachers, supported by a range of relevant practical training. All teaching and support staff, health professionals and staff from appropriate agencies will contribute to the delivery of the drug education programme.

The purpose of the drug education programme is to:

- enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes, developing and practising skills;
- provide accurate information about different substances, particularly the use of medicines, alcohol and smoking cigarettes;
- explain that using other people's medicine is dangerous and that misusing any substance can be harmful;
- help pupils to develop self-confidence and strategies to respond to unwanted peer pressure.

The drug education programme will be delivered through Science, English, PSHCE, and will be reinforced as it arises at all times across the curriculum.

### **Use of drugs in school**

The possession and use of drugs in school is not allowed, with the exception of asthma inhalers. The school buildings and grounds are a no smoking zone.

### **Administration of medication – in school and on journeys**

- Teachers and Learning Support Assistants will administer prescribed medicines in school; paperwork to be completed by staff and signed by parents.
- Children are not allowed to hold or self-administer any other medicine, e.g. paracetamol for a headache, cough sweets, cough mixture or antibiotics.

### **Confidentiality**

- Pupils at the school need to feel able to talk in confidence to a member of staff about drugs without fear of being judged or reprimanded.
- The welfare of children will always be central to our policy and practice.
- However, teachers will not be able to promise complete confidentiality if specialist help is needed, and this will be explained to the child.
- Information about a pupil in relation to drugs will follow the same procedure as for other sensitive information:
  - the Headteacher will be informed;
  - help will be sought, if appropriate, in discussion with the pupil and the parents/carers;
  - confidentiality will be maintained beyond the class teacher and Senior Leadership Team (SLT).

### **Parental involvement**

Parents will:

- be informed of the drug education policy and programme, and given the opportunity to ask questions;
- be contacted if their child is caught breaking the rules on drugs.

In all situations involving drugs, the following principles apply:

- All situations will be carefully considered before deciding on the response.
- The needs of the child will always come first.
- Supporting the child will be the first response if at all possible.
- Parents/carers will be involved at an early stage and throughout any investigation.
- Support agencies, including the Police, will be involved, if appropriate, and in consultation with the parents/carers.
- Responses may include both disciplinary and counselling responses.
- The SLT has the responsibility for organising the pupil support, involving parents and external agencies.

## **6. Sex and Relationships Education**

SRE at Christ Church will reflect the school's Christian ethos and values, and the content of the PSHCE curriculum. SRE will be taught in the context of relationships. In addition, SRE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others – at home, school, work and in the community.

For more details see the school's Sex and Relationships Education Policy.

## **7. The role of the PSHCE Subject Leader**

It is the responsibility of the PSHCE Subject Leader to ensure all teachers aware of this policy and able to plan and teach lessons accordingly.

## **8. Policy review**

This policy will be reviewed every three years by the PSHCE Subject Leader.