

POLICY Policy for Personal Development Learning, including SRE and Drug Education

ABBOTSWOOD JUNIOR SCHOOL

Reviewed by Senior Leadership Team: March 2019

Review date: March 2023

Agreed by the Curriculum & Standards Committee: 13 March 2019

This policy applies to all staff, pupils, parents/carers, governors and partner agencies working with Abbotswood Junior School.

Description of the setting

Abbotswood School is a large foundation school situated in Totton on the outskirts of both Southampton and The New Forest. Catchment housing is a mixture of both privately owned and housing association and we are classified as an urban school. There are approximately 600 children on roll, organised into 20 classes.

National Guidance

This policy was written using a range of national documents, including:

- National Curriculum (2014)
- Sex and Relationships Education Guidance (2010)
- Sex and Relationships Education (2011)
- Drugs Guidance for Schools (2009)
- SEAL materials (2005)
- National Healthy Schools (2009)
- PSHE Association Guidance (2017)

Definitions and terminology:

PDL encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

PDL is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided in framework for personal, social and health education (PSHE) and citizenship. SMSC is developed at Abbotswood through our work within Citizenship and SEAL as part of Personal Development Learning.

What is Sex and Relationships Education (SRE)?

"Effective SRE is important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. Schools provide a safe place for children and young people to make sense of the information they have picked up from the media and also playground myths." (SRE Guidance 2010). **It is not about the promotion of sexual orientation or sexual activity.** (DFEE Sex and Relationships guidance-good practice 2000)

The government outlined their commitment to SRE in the Schools White Paper 'The Importance of Teaching' published in November 2010. The Paper states that children need high-quality sex and relationships education so they can make wise and informed choices.

What is Drug Education?

Drug education plays an important part in preparing pupils in their present and in their future lives to make informed choices. Drug education should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating to their own and others' actions. Additionally, drug education should take into account pupils' views, so that it is both appropriate to their age and ability, and relevant to particular circumstances (Drugs: Guidance for Schools 2009).

What is Citizenship (within PDL)?

There are 3 interrelated strands in the framework:

- Social and moral responsibility
- Community involvement
- Political literacy

These should be taught to prepare children to play an active role as members of a democratic society, to develop independence and responsibility and to make informed choices about their own lifestyles.

What is Social and Emotional Aspects of Learning (SEAL)?

SEAL in primary schools offers a whole framework for promoting social and emotional literacy, supporting children with:

- social awareness
- managing their feelings
- motivation
- empathy
- social interactions.

At Abbotswood, the SEAL materials are used in year assemblies and to supplement the existing PDL planning. The materials are grouped by age and theme. The seven themes are:

- New beginnings
- Getting on and falling out
- Say "no" to bullying (this theme is used by all year groups during anti-bullying week every November)
- Going for goals
- Good to be me
- Relationships
- Changes

SEAL will help children to develop self-awareness, motivation, social skills and managing their feelings. These skills will help children to become better learners, get on better with other people and be responsible citizens.

Aims and objectives of the policy:

Aims and Objectives of PDL, Citizenship and SEAL

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes good relationships with others.
- Have respect for others.
- Be independent and responsible members of the community.
- Be positive and active members of society.
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school community.
- Promote positive links with the wider community.

In PDL pupils will develop values, attitudes, knowledge, skills and understanding. The expectations for Key Stage 2 are listed in **Appendix A**.

Aims and Objectives of SRE:

At primary school level sex and relationship education should contribute to the foundation of PDL and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support;
- are prepared for puberty both physically and emotionally.

For SRE learning objectives in Key Stage 2 see [Appendix A](#).

Aims and objectives of drug education:

- Enable young people to make healthy, informed choices through increasing their knowledge, challenging and exploring attitudes and developing and practicing skills.
- To help young people to develop a sense of self-awareness and self-esteem.
- To increase understanding about the implications and possible consequences of drug use and misuse.
- To listen to young people's thoughts, feelings and concerns to ensure that drug education responds to their needs.
- To help young people distinguish between substances, consider their use, misuse, benefit and harm.
- To counter any inaccurate messages that young people receive about drugs.
- To encourage an understanding for those experiencing or likely to experience drug use.
- To widen understanding about related health, social and legal issues.
- To enable children to identify where help and support can be found.
- To identify children that are more vulnerable to drug and substance abuse.

For Drug Education learning objectives in Key Stage 2 see [Appendix A](#).

Contents of PDL programme, including SRE and drugs education:

We teach PDL in a variety of ways. In some instances, e.g. drugs education, we teach PDL as a discrete Subject. Some of the time we introduce PDL through other subjects, e.g. Fair Trade in geography. As there is an overlap between the programme of study for religious education and the aims of PDL, we also teach some issues through our religious education lessons and assemblies.

We also develop citizenship through activities and whole-school events, e.g. each class holds School Council circle times at least once a term and the school council representatives from each class meet regularly to discuss school matters. We offer residential visits to Osmington and Stubbington, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

We incorporate SEAL (Social and Emotional Aspects of Learning) into both assemblies and class-based PDL lessons.

Organisation of the PDL programme:

The PDL Manager is responsible for co-ordinating the PDL programme in conjunctions with the Deputy/Assistant Headteachers with responsibility for pastoral care and the curriculum. It will be delivered by teaching staff, with the support of the members of the local community where appropriate e.g. the school nurse or PCSO. Evaluation will be through feedback from parents, pupils and teachers. Resources will be shared in year group areas and on the school intranet.

Staff support and training:

All staff have the responsibility to teach PDL, drug and SRE education. Whenever adults interact with children, they must recognise that they may be influencing attitudes and behaviour. All staff should consider themselves as role models whose behaviour children are likely to notice and follow. All staff employed have the responsibility to report any concerns regarding drug and SRE education. Further information can be found in the confidentiality and child protection policy.

It is the PDL manager's responsibility to pass on any new information which will affect the teaching and learning of any of the aspects of PDL.

It is the Year Leader or the class teacher's responsibility to inform parents/carers of any materials that will be used during the teaching of SRE.

Assessment, monitoring, evaluation and reviewing:

It is the PDL manager's responsibility to support colleagues in the teaching of all aspects of PDL by giving them information about current developments in the subject. The current planning is being taken from the Hampshire Guidance for PDL document published in 2012 and the PSHE Association Guidance in 2017. The planning and policy will be reviewed in light of any new documentation that is published.

The needs of pupils:

Regular assemblies explain the procedures for accessing support. Children are taught to approach any adult in school to support them if they are worried or upset. Our ELSA and Behaviour Support Worker run a drop-in service at lunchtimes called 'Room 5'. Any child can make an appointment to chat to an ELSA/BSW about whatever may be worrying them.

Referral and external support:

We work closely with external agencies such as our BST (The Clifford Centre), The Early Help Hub, CAMHS, our Parent Support Advisor and Social Care. Parents are involved in the referral process (except in referrals to Social Care which relate to safeguarding concerns).

Involvement of parents/carers:

Parents have the right to withdraw their child from all or part of the SRE provided at school except those parts completed in the Statutory National Curriculum for Science.

Management of drugs at school:

Our Administration of Drugs Policy details how we manage prescribed drugs in school. We follow government guidelines about dealing with any illicit drug related incidents at school.

Confidentiality:

All members of staff are aware of the school's confidentiality policy.

Teachers need to ensure that pupils know that they are unable to offer unconditional confidentiality. If a disclosure is made then the correct child protection procedures need to be followed. Please refer to the child protection policy.

Teachers need to ensure that children know that what is said within a PDL lesson is confidential and that it is not playground 'talk'. At the beginning of the year clear rules should be made to ensure that all children in the class feel safe and secure when discussing anything that may be private.

Linked policies:

Anti-bullying, positive behaviour management, child protection, confidentiality, administration of drugs.

Dissemination of the policy:

This policy is available on our school website or upon request from our school office. It will be updated annually, or in light of new legislation.