

PSHE and Citizenship Policy

Document Control Page

Revision History

Date	Type of change	Initials	Purpose of Revision
November 2022	Major	MH	New revised policy written
January 2024	Minor	LW	Page 2/3 Change from Twinkl Scheme to SCARF Scheme. Date change in footer
January 2026	Minor	LW	Date change in footer

Date Approved by Governing Body: February 2024

Date to be reviewed by Governing Body: February 2026

This policy covers our approach to Personal, Social, Health and Economic education (PSHE) and Citizenship education. It aims to set out the purpose of PSHE and Citizenship education and the intended outcomes for pupils; it also includes our curriculum coverage and how it is delivered.

This policy takes into consideration the following legal requirements, national strategies and government guidance:

- Education Act
- Department for education Guidance for PSHE education 2020
- Department for education Guidance for the teaching of the statutory RSE and Health education 2020

We believe PSHE and Citizenship education is integral to many aspects of school life and this policy should be cross-referenced to the following related policies:

Learning and Teaching
Behaviour
Home School agreement
Equal Opportunities
Child Protection
Health and Safety
First Aid
Anti-bullying
Relationship and Sex education policy (RSE)

Race Equality
Collective Worship
Science (see T & L)
Physical Education (see T & L)
Religious Education
Confidentiality
Exclusion

Rationale

PSHE and Citizenship education is currently a non-statutory subject. However, section 2.5 of the national curriculum asserts all state schools 'should make provision for personal, social, health and economic education (PSHE)'. The PSHE Association states that 'PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. In addition, the Relationships and Health and Wellbeing areas of PSHE and Citizenship education have been compulsory in primary schools since 2020.

At Hatch Warren Infant School, we believe PSHE and Citizenship education is an important and necessary part of all pupils' education. In our school, it is a key element of school life and, as well as explicit teaching sessions which draw on good practice and national recommendations, it will be built into many aspects of the wider curriculum. Our school believes PSHE and Citizenship education is a shared responsibility of school staff, parents, carers, pupils and, where appropriate, the wider community.

Aims

PSHE and Citizenship education in our school aims to explore the knowledge and understanding children need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for life, both in the present and future. It also aims to equip children with life skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect. PSHE and Citizenship education in our school also aims to encourage children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why it is important and how it can be achieved. We want to educate the whole child through our PSHE and Citizenship education and believe this positively impacts the individual, the school community, the wider community and the global community - both present and future.

The management and organisation of PSHE and Citizenship education

- Our **governing body** will work closely with the school staff to monitor the teaching and learning of PSHE and Citizenship education.
- Our **Headteacher** and **SMT** will support all staff in school in preparation and delivery of PSHE and Citizenship education to work and create a school ethos which supports and upholds content in the curriculum.
- Our PSHE and Citizenship education **subject leader** will create and implement a whole school scheme of work appropriate to our school setting. They will also support and monitor teaching and learning in this area.
- Our **class teachers** will deliver high quality PSHE and Citizenship lessons which follow the school's scheme of work and current best practice.
- Our **support staff** will enhance the delivery of PSHE and Citizenship by providing targeted intervention wherever needed.
- Our **pupils** will engage respectfully and responsibly with all taught content.
- Our **parents and carers** will be fully informed about what their children will be learning and will be actively encouraged to participate in the curriculum where appropriate.

The Delivery of the PSHE and Citizenship Scheme of work

In our school, PSHE and Citizenship education will be delivered in a way which is accessible to and inclusive of all pupils. These lessons will involve a variety of teaching methods and interactive activities to encourage pupil engagement. We aim to create a safe and supportive climate for learning in which all children can thrive, feel able to ask questions and discuss issues openly.

All our pupils' lessons will be taught by staff who are trained in delivering specific content of the lessons. Ground rules will be established in class and pupils will be reminded of these regularly. Special consideration will be given when teaching particularly sensitive content; staff will be fully aware of the children in their class and how they might relate the content, providing extra support to enable participation. Distancing techniques will be employed in all lessons, meaning that children are able to engage with and explore issues deeply without having to discuss their own lives or experiences.

The content of the PSHE and Citizenship Education Scheme of Work

We have taken the decision to implement the Coram Life Education SCARF framework which represents the values for children of Safety, Caring, Achievement, Resilience and Friendship. It provides a whole-school approach to building these essential foundations-crucial for children to achieve their best, academically and socially.

SCARF meets all the DFE requirements for statutory Relationships and Health Education and has been mapped to the PSHE Association programmes of study, SCARF is a whole-school framework that supports the delivery of RSHE, PSHE and wellbeing through an approach to promote behaviour, safety, achievement and wellbeing.

The half-termly key themes consist of:

- Me and my Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

More details of how the curriculum is covered can be found on the PSHE overview and the planning shows how each objective is covered.

Assessment

Pupils learning will be assessed throughout each unit using the assessment materials accompanying the scheme of work. Pupils will also be involved in regular reflection of their own journey in relation to PSHE and Citizenship education. We believe this is pivotal to the embedding and progression of knowledge, skills, understanding and attitudes. This will help us to provide a curriculum that is relevant and meaningful to all pupils. However, due to the nature of taught content, we believe it is important that learning in PSHE and Citizenship education is seen as developmental and not as succeeding or failing. In our school, all children should feel they are

succeeding in PSHE and Citizenship education, whatever their starting or ending point within a unit of work.

Confidentiality

For any child wishing to discuss something confidential relating to the lesson content, an opportunity will be provided in which policies and protocols of safeguarding and confidentiality are adhered to.

Working with Parents, Carers and the Wider Community

We greatly value our parents and carers; we believe that their understanding of PSHE and Citizenship and what their children will be learning is vital in gaining optimum outcomes.

Before each unit is started, the school will send out guidance about the unit and what it entails. Parents and carers are invited to view this policy and our curriculum at any point.

We are committed to following government guidance on the rights and responsibilities of parents and carers concerning PSHE and Citizenship education.

Appendix 1

Policies on Drug Education and the Management of Drug Related Incidents in School

Terminology

The definition of a drug by the United Nations Office on Drugs and Crime is:

“A substance that people take to change the way they feel, think or behave.”

The substances covered by this policy are:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971 and Psychoactive Substance Act 2016).
- All legal drugs, including alcohol and tobacco
- Any over the counter and prescription medicines which have not been used or dealt with in a way that is in line with the schools medicines policy.

The term 'in school' is taken to mean on school premises, including buildings and grounds. The Headteacher's jurisdiction can extend beyond the school gates when a pupil has a connection with the school, for example, when wearing school uniform or travelling on school transport. This policy also applies to off-site activities, visits and school trips, including those abroad.

The term 'whole school community', to which this policy applies, is taken to mean pupils, staff, parents, governors and visitors to the school.

Rationale and aims

The aim of the school drug policy is to:

- Clarify Hatch Warren Infant School's approach to drugs for the whole school community.
- Give guidance on developing, implementing and monitoring the drug education programme.

- Provide a basis for evaluating the effectiveness of the school drug education programme.
- Reinforce the role of the school in contributing to local and national strategies.
- Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved.
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school.

Hatch Warren Infant School is committed to the health and safety of all its members and will take appropriate action to safeguard their well-being. Young people are confronted by challenges and temptations and risks to health and well-being through the increased exposure to illegal drugs. The staff and governors of Hatch Warren Infant School are strongly opposed to the misuse of drugs by members of the school and the illegal supply of these substances and will not tolerate the supply or use of illegal and unauthorised drugs within school. As part of its care for the welfare of pupils, the school believes it has a duty to inform and educate young people on the consequences of substance use and misuse. Pupils need to know that all drugs have the potential to cause harm; that using drugs in combination can increase the risk; and that both legal and illegal drugs are addictive.

Drugs Education Policy

Hatch Warren Infant School is committed to the teaching of Drug Education. It is taught as an integral part of the school's PSHE programme.

To provide high quality drug education we will:

- Raise awareness of the whole school community that drug misuse is harmful and addictive.
- Ensure that topics and issues covered are appropriate to the age and maturity of the pupils and are revisited over time.
- Highlight the importance of giving recognition to the larger numbers of young people who are not choosing to use and misuse drugs.
- Address issues concerning specific drugs related to incidents within particular local circumstances when they arise.
- Make available opportunities for pupils to develop their knowledge, skills, attitudes and understanding of drugs relating this to their own and others actions.
- Allow pupils to engage in discussion and debate about drug related issues and have their views and opinions listened to.
- Give accurate information about the effects and risks of drugs and why people use them.
- Make parents aware of the approach and rationale for drug education within school.
- Provide parents with information on drug education / awareness and prevention at both a local and national level in order for them to support their children effectively.
- Monitor and evaluate drug education in terms of its quality, relevance and effectiveness on a regular basis through observation of lessons, discussion and pupil / parent feedback.
- Ensure that all parties are aware of what information is and is not able to remain confidential between them before an exchange takes place (see Confidentiality Policy).

Policy for the Management of Drug Related Incidents in School

Hatch Warren Infant School takes an active stance with regard to the possession, use and supply of illegal and other unauthorised drugs and outlines the procedures to enable specific incidents of drug abuse and misuse to be dealt with consistently and effectively.

Responsibility for the management of drug related incidents is with the Headteacher to whom all concerns and suspected incidents must be passed. Any concerns will be recorded in order to identify patterns of behaviour enabling action to be taken and support to be offered.

Definition of a drug related incident

Incidents are likely to involve suspicions, observations, disclosures and discoveries of situations involving illegal drugs and unauthorised drugs. These could be:

- Drugs or associated paraphernalia are found on the premises.
- A pupil demonstrates an inappropriate level of knowledge of drugs for their age.
- A pupil is found in possession of drugs or associated paraphernalia.
- A pupil is found to be supplying drugs on school premises.
- A pupil, parent / carer or staff member is thought to be under the influence of drugs.
- A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area.
- A pupil discloses that they or a family member / friend are misusing drugs.

Dealing with medical emergencies involving drugs

The utmost priority is placed on the safety of those involved. Medical emergencies will be met with first aid and summoning of help before addressing any further issues. If there is any doubt medical assistance should be sought immediately.

Establishing the nature of incidents

Those involved should be separated from the incident. They will have the opportunity to say what has happened. This will be listened to in a sensitive manner. Any questioning will be open ended. A second adult witness will be present at all times. The Headteacher will inform, consult and involve others as necessary. A range of factors will be relevant and will be explored to determine the seriousness of the incident, the needs of those involved and the most appropriate response. If during the course of the investigation the Headteacher decides that the police should be involved any further questioning will be left to a police officer.

Searching

For all searches consent should be sought from children of this age from their parent/carer should the need arise and a second adult witness should be present. After any search involving pupils, parents / carers should be contacted by the school, regardless of whether the search is positive or negative.

- Personal searches - if a person is suspected of concealing an illegal or unauthorised drug every effort should be made to persuade the person to voluntarily hand this over, for example, asking them to turn out their pockets. This should be done in the presence of a second adult witness. If the person refuses and the drug is thought to be illegal the Headteacher will decide if the police should be called to conduct a personal search. In the

case of a pupil parents should be informed as soon as possible. There must be reasonable grounds to suspect that the person is in possession of an illegal substance for any police officer to conduct a search. A member of staff should never carry out a personal search.

- Searches of school property (including pupils pegs, lockers and trays) - Staff may search school property if they suspect drugs to be stored there. Consent should be sought but the individual should be made aware that if they refuse the school may still proceed with the search. Care should be taken to balance the likelihood that an offence has taken place against the risk of infringing the pupils' privacy without just cause.
- Searches of personal property - searches of personal property should never be carried out without consent. This includes personal property within school property i.e. a pencil case within a tray. If consent is refused parents can be notified in order to persuade their child to give consent.

Taking temporary possession of and disposal of suspected illegal drugs

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug.

When taking temporary possession staff should:

- Ensure that a second adult witness is present throughout.
- Seal the sample in a plastic bag and include details of the date and time of seizure / find and witness present (use of record sheet).
- Pass sample to head teacher or senior member of staff to store in a lockable container within a secure location only accessed by senior members of staff.
- Immediately notify police who will make arrangements for collection.
- Record full details of the incident including the police incident reference number (use of record sheet). This information will be stored in a secure place.
- Inform parents / carers unless it is agreed that this would jeopardise the safety of the pupil.

School staff should not attempt to analyse or taste any unknown substances.

Confiscation and disposal of other unauthorised drugs

A second adult witness should always be present.

- Alcohol and tobacco - Parents / carers should be informed that confiscation has taken place and can be collected from school within 24 hours or items will be disposed of.
- Volatile Substances - Given the level of danger posed by volatile substances the school will arrange for their safe disposal. Small amounts can be placed in a bin to which the pupils do not have access.
- Medicines - Parents / carers should collect and dispose of unused or date expired medicines (see medicines policy).

Disposal of drug paraphernalia

Needles or syringes found on school premises should be placed in a rigid secure container using gloves. This will then be collected by the appropriate service. **They should not be placed with domestic waste.** The incident should be recorded and passed on to the person with responsibility for management of drug related incidents.

Response to incidents

Any response will aim to balance the needs of the individual with those of the wider school community and to provide pupils with the opportunity to learn from their mistakes.

The school will consider each incident individually and recognises that a variety of responses will be necessary to deal with incidents as they occur. The school reserves the right to deploy the full range of sanctions including permanent exclusion.

The role of the police

- Hatch Warren Infant School has a partnership of trust with the police and is able to contact them to discuss a case and ask for advice without needing to divulge a pupil's name.
- Legal drugs - The police do not need to be notified of incidents involving legal drugs. However, trading standards and the police need to be informed about any inappropriate sale of tobacco, alcohol or volatile substances to pupils in the local area.
- Illegal drugs - although there is no legal obligation to report an incident involving drugs to the police, Hatch Warren Infant School, as a matter of course will liaise closely with the Police if incidents occur.
- There may be a very small number of incidents where the police need to take action irrespective of agreed protocols and wishes of the school.

Co-operation with Parents and Carers with relation to drug related incidents

- Informing parents and carers - any incident involving illegal or unauthorised drugs will involve the pupil's parents / carers being notified at the earliest opportunity. Parents / carers will be given an explanation as to how the school intends to respond to the incident and to the pupils needs. Where the school suspects that to do this may put the pupil's safety at risk or if there is any other concern for the pupil's safety at home greater caution will be taken.
- Parents / carers are encouraged to approach the Headteacher if they are concerned about any issue related to drugs and their child. The school will work together with the parents to support those involved through the help and advice of relevant outside agencies.

Adults under the influence of drugs on school premises

When dealing with adults under the influence of drugs on school premises a calm atmosphere must be maintained. If staff have concerns about discharging pupils into the care of a parent / carer they should discuss with them what alternative arrangements can be made, for example asking another parent / carer to accompany the child home. Where the behaviour of the parent / carer under the influence of drugs repeatedly places the child at risk or the parent / carer becomes abusive or violent staff will then consider whether to invoke child protection procedures and / or the involvement of the police.

Public Liaison

The Headteacher will take responsibility for liaison with the media. As the issue of drug abuse is an emotive one, and is likely to generate interest from local and national media, the school will take appropriate advice and guidance from the LA Press Officer and Legal Department to ensure that any reporting of incidents remains in the best interests of the pupils, their families and the school as a whole.