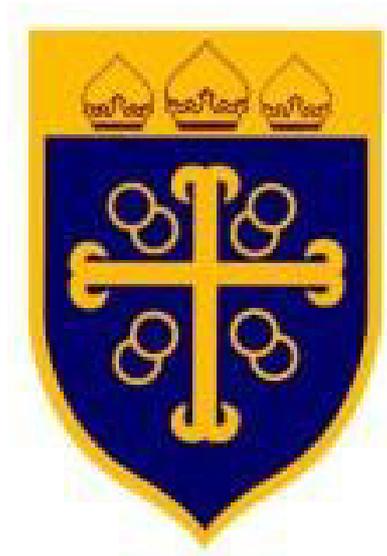


Curriculum Policy Document

Durham Trinity School



**Personal, Social, Health Education
incorporating Citizenship**

This policy was revised: September 2015.

CONTENTS

- 1 Introduction
- 2 Aims & Objectives
- 3 Curriculum content
- 4 Range of experiences
- 5 Literacy Across the Curriculum
- 6 Core Values (incorporating SMSC & British Values)
7. Related Documents/Policies
8. Appendices 1-4

1. INTRODUCTION

Durham Trinity School is fully committed to providing a Personal, Social and Health Education incorporating Citizenship Policy which promotes the spiritual, moral, social, mental and physical development of pupils and prepares pupils for the opportunities, responsibilities and experiences of adult life. We aim to create a calm, safe and secure environment which will contribute to the education of pupils as individuals and enable them to become responsible, active members of families, community and of society. Pupils will be prepared to face the challenges for life in an ever changing world. We believe Personal, Social, Health Education in association with Citizenship are subjects of paramount and fundamental importance to our students.

At Durham Trinity School we aim to provide our pupils with knowledge, attitudes, concepts and skills which will enable them to make a smooth transition from school to adult life. We aim to offer as many choices as we can and to make pupils partners in their education rather than passive recipients. Pupils will be offered the opportunity to develop skills such as decision making, communication, problem solving, reflection and the transfer of skills into everyday situations. We aim to encourage our pupils to be advocates for themselves. Through the PSHE curriculum we aim to promote positive attitudes towards equal opportunities and life in a multi-cultural society by recognising and dealing sensitively with the values and both cultural and religious beliefs of others. We aim to promote positive citizenship.

We will actively promote the emotional, social and physical well being of individuals and communities through educational opportunities and action within a health promoting environment. Through the curriculum we aim to help young people identify and clarify the attitudes, values and practises which influence healthy behaviour.

We aim to foster an ethos within school which will ensure that each pupil's dignity and self worth is recognised as a priority. Mutual respect between staff and pupils and between pupil and pupil will be promoted at all times. As a staff in a school whose principle belief is to provide a broad, balanced and appropriate curriculum, we aim to build on each pupil's strengths and abilities.

We believe Personal, Social, Health Education (PSHE) has an important contribution to make in the realisation of these aims.

At Durham Trinity School & Sports College we recognise the link to the Every Child Matters agenda:

- Be healthy – know, understand and experience a healthy lifestyle, including understanding what makes good relationships with others, having respect for self and others, making good choices (including SRE and drugs and alcohol education)
- Stay safe – be aware of safety issues, develop self-confidence and self-esteem and make informed choices regarding personal and social issues.

- Enjoy & achieve – be independent members of an ever changing society. Be included in activities in and around the local community which enrich and support the PSHE and Citizenship curriculum.
- Make a positive contribution – be positive and active members of a democratic society, understand the contribution they can make in school and beyond.
- Achieve economic wellbeing – enable pupils to be self-motivated, achieve their potential through an appropriate curriculum, develop knowledge about career pathways, and manage finances.

PSHE is part of everything we do at Durham Trinity School. It can be found as a core element in all curriculum areas and is applied in a variety of situations and learning experiences. It is concerned with the quality of life, and the promotion of the physical, social and psychological well being of the individual. Learning will not only be a knowledge awareness process but will allow development of understanding, decision making, target setting and promote the understanding of values and attitudes. It will enable pupils to take positive control of their lives.

The nature of this area of the curriculum is such that a great deal of it will be taught and delivered through the School's ethos and value system. Many of our educational aims relate to independent living and the preparation for adult life and these aims continue to direct the main objectives for this important area.

Many personal issues arise during everyday interactions and are addressed through the tutor group system or informally through relationships between pupils and staff. Consequently the informal curriculum will continue to be an important aspect of the PSHE curriculum. This must always be respected and recognised, as the relationships which we have on an individual basis with our pupils forms the strength of our success in most areas of the curriculum and it is an integral part of this particular area.

A planned programme of PSHE incorporating SEAL across the curriculum and supported, where necessary by a timetabled course, is provided for all pupils across all phases of education. Programmes are planned to develop pupils' personal competency, social awareness and understanding of their responsibilities. All programmes are planned to incorporate the needs of the individual pupil and reflect the need to promote independent, responsible, active members of a multi cultural society.

Additionally, we have in place a number of particular systems which support areas of the PSHE curriculum such as:

- tutor group system, which plays a significant role in the PSHE curriculum in the senior department;
- student planners,
- inclusion opportunities,
- reward systems,
- achievement assemblies,

- Community awards.

The PSHE curriculum follows six key areas which include:

- Personal independence.
- Home and family skills.
- Out and about in the community.
- Health and sex education.
- Citizenship
- Applied academic skills.

Supporting these areas are general themes which include:

- equal opportunities - understanding, accepting and valuing diversity (the similarities of and differences between individuals and communities)
- surviving and enjoying school
- home life
- preparation for adult life
- self-awareness
- needs of others
- enterprise
- teamwork
- individual choice
- career choices
- planning, decision making and evaluation
- safety (including e-safety)
- use of appropriate technology
- citizenship
- International awareness.

Many strands of the PSHE curriculum may be reinforced through cross curricular links.

The particular emphasis of each area will vary between phases of education. Some pupils may be fully independent with regard to some or all aspects, for others, independence may be an unrealistic aim. Teachers should plan to develop increased participation and co-operation in these areas of activity.

The items detailed within the content are not of equal importance, and will not be allocated an equal amount of teaching time. The proportion of space devoted to any area or topic certainly does not reflect its relative importance.

The balance of coverage of different aspects of the programmes of study will reflect the differing needs and abilities of individuals.

Our planned PSHE curriculum at Durham Trinity School incorporates citizenship, drugs education, sex education and addresses bullying.

2. AIMS AND OBJECTIVES.

The following aims are general statements about what purposes education should serve for our pupils. The objectives are slightly more detailed statements about the areas our pupils need to learn or experience if the aims are to be achieved. Some objectives are listed for more than one aim where appropriate.

TO CREATE A CALM, SAFE AND SECURE ENVIRONMENT.

This will be achieved by:-

- promoting an environment where there is trust, care and respect for one another
- ensure that where pupils indicate that they may be vulnerable or 'at risk' they will receive appropriate support (Safeguarding Policy)
- respecting the dignity of individuals
- promoting health and safety issues
- valuing individuals and their contributions
- encouraging pupils to be able to develop and maintain relationships, and to be able to resolve conflicts sensibly
- promoting personal awareness of strengths and achievements and an understanding of the needs of others
- understanding and respecting racial, religious, gender, sexual orientation and cultural differences
- promoting the understanding and acceptance of rules and conventions,
- promoting healthy lifestyles
- provide pupils with knowledge, understanding and skills which can help to protect them from ill health and can enhance their quality of life.

TO CREATE A SUPPORTIVE TEACHING AND LEARNING ENVIRONMENT.

This will be achieved by:-

- employing equality of opportunity for everyone at Durham Trinity School,
- working in partnership with parents/carers, pupils, governors, L.A and other professionals
- offering small group and individualised support
- offering access to the PSHE curriculum according to the need, ability and maturity of the pupil
- providing a caring environment in which health needs are accepted and supported
- providing pupils with relevant information which will enable them to make informed choices about health issues

TO HELP PUPILS REALISE THEIR POTENTIAL.

This will be achieved by:-

- offering a differentiated curriculum
- promoting and encouraging relevant social and self-help skills
- raising pupils expectations of themselves
- by offering a variety of teaching and learning styles
- building on pupils existing skills
- promoting positive behaviour
- promoting the importance of a healthy lifestyle in all area of the curriculum and throughout school life
- promote pupils' personal development.

TO PREPARE PUPILS FOR LIFE IN AN EVER CHANGING WORLD.

This will be achieved by:-

- raising self-esteem and confidence
- promoting positive support and encouragement
- preparing pupils for life in the wider world
- providing the opportunities to develop the skills, attitudes and expectations to become responsible members of society
- promoting awareness of specific issues which encompass positive preventative approaches designed to influence the quality of life of each pupil
- providing a PSHE curriculum which is designed to meet the needs of all pupils at all stages of their lives
- providing a PSHE curriculum which prepares pupils for the responsibilities of the adult world
- promoting an awareness of the dangers which occur within society and developing the skills to avoid them
- promoting awareness of substance use and abuse
- promote awareness of exploitation and developing the skills required for personal safety.

TO HAVE ACCESS TO THE WIDEST RANGE OF EDUCATIONAL OPPORTUNITIES.

This will be achieved by:-

- encouraging pupils to exercise choice
- promoting positive behaviour
- developing self-confidence,
- promote an enterprising approach to education.

TO PREPARE PUPILS FOR THE OPPORTUNITIES AND RESPONSIBILITIES FOR ADULT LIFE.

This will be achieved by:-

- developing the skills and understanding to foster positive relationships and friendships
- providing a planned programme of sex and relationships education

- developing an awareness of STI's including H.I.V and AIDS
- providing opportunities to develop parenting skills
- promoting skills for independent and responsible living
- providing family life education
- promoting realistic expectations
- providing an effective pastoral system in school to support pupils, parents and staff
- promoting health related exercise
- understanding food and nutrition
- developing an awareness of personal hygiene
- developing an understanding of environmental issues
- develop positive attitudes and values.

TO BECOME AS INDEPENDENT AS POSSIBLE.

This will be achieved by:-

- promoting a desire to become independent
- developing fine and gross motor skills
- developing mobility
- encouraging communication skills, verbal or non-verbal
- developing the skills required to prepare food
- developing the skills to feed oneself independently
- encouraging the acquisition of the skills needed to shop
- developing skills which would allow the pupil to care for their needs
- preparing pupils in the use of public transport
- developing numeracy and literacy skills
- developing an awareness of time
- developing the skills to perform household tasks
- promoting positive social behaviours
- promoting leisure interests and gaining the knowledge of how to find and use appropriate facilities
- developing adequate standards of personal hygiene and appearance
- developing an awareness of the pupil's rights and responsibilities within the family and within society
- developing knowledge of health care and facilities, first aid, sex and relationships education and parenting skills
- developing, at an appropriate level, skills for thinking, planning and rational decision making
- developing the ability to develop and maintain relationships, resolving conflicts sensibly,
- developing an awareness of social and moral conventions
- develop an awareness of health and safety issues.

TO PREPARE PUPILS TO BECOME WELL-ADJUSTED AND SOCIALLY ACCEPTABLE MEMBERS OF SOCIETY.

This will be achieved by:-

- promoting emotional stability
- encouraging a sense of humour
- developing an awareness of their own strengths and weaknesses and those of others
- promoting a sense of right and wrong and the ability to respect the needs, rights and views of others
- developing an awareness of the skills and behaviours required to be acceptable members of society
- promoting self-discipline and perseverance
- encouraging pupils to take responsibilities for their own actions
- encouraging an awareness of social and moral conventions
- encouraging an awareness of drug use and abuse, including alcohol and tobacco
- promoting the understanding of the skills required to maintain adequate standards of personal and home hygiene
- develop speech and conversational skills.

TO PREPARE PUPILS TO BECOME ACTIVE CONTRIBUTORS TO SOCIETY.

This will be achieved by:-

- encouraging pupils to be motivated and enthusiastic
- promoting communication skills
- promoting positive behaviour
- encouraging socially acceptable behaviour
- promoting leisure interests and encouraging pupils to develop the skills required to enjoy them
- promoting an awareness of community and leisure facilities
- promoting an awareness of rules and the develop the ability to accept them and understand why they were made
- promoting personal qualities such as kindness, honesty and empathy
- encouraging pupils to develop self-confidence and the ability to use their initiative
- making pupils aware of their rights and responsibility within the family and within society

TO BE AND STAY AS FIT AND SAFE AND HEALTHY AS WE CAN REASONABLY ENSURE.

This will be achieved by:-

- promoting an awareness of health care and facilities, first aid, sex education and parent craft
- promoting an awareness of substance abuse including drugs, tobacco and alcohol
- promoting the balance between trust and scepticism
- promoting an awareness of the need to have and maintain adequate standards of personal and home hygiene

- developing an understanding how the body works and the requirements for a healthy lifestyle including diet, exercise and sleep
- promoting an awareness of hazards in the environment, including issues relating to road safety, water safety and home safety
- promoting an awareness of the choice of suitable clothing appropriate to weather, activity or occasion
- gaining an understanding of how to cope with their individual health problems
- gaining an understanding of how to cope in stressful situations
- gaining an understanding of the roles of health and emergency services and when and how to contact them
- promoting an awareness of home security
- promote an awareness of what action to take if abused.

TO DEVELOP AESTHETIC AWARENESS.

This will be achieved by:-

- developing the ability to exercise choice
- developing an awareness of adequate standards of hygiene and personal appearance
- encouraging the ability to listen to, enjoy and appreciate music
- encouraging the ability to listen to, enjoy, and appreciate stories and poetry
- developing the ability to enjoy, appreciate and create, well presented food
- encouraging the awareness of natural and man made environments and encouraging appreciation
- encouraging enjoyment, appreciation and participation in dance and drama
- encouraging enjoyment, appreciation and participation in art, craft and technology
- developing the appreciation of the personal qualities of other people
- developing the use of the five senses
- encourage awareness of places of interest.

TO BE ABLE TO MAKE CONSTRUCTIVE USE OF THEIR TIME.

This will be achieved by:-

- developing the ability to exercise choice
- developing fine motor skills
- developing gross motor skills and achieving the greatest possible degree of mobility
- developing the skills required to manage money effectively
- developing the skills to communicate verbally and non-verbally
- developing the skills required to use public transport independently or with assistance
- developing awareness of and to be able to manage time
- developing the ability to maintain emotional stability
- developing leisure interests and gaining an awareness of local facilities

- developing an awareness of their rights and responsibilities within the family and within society
- helping pupils to gain self confidence
- developing the ability to use the media for information and enjoyment
- developing, at an appropriate level, skills for thinking, planning and rational decision making
- developing the ability to form and maintain relationships, resolving conflicts sensibly
- developing reading skills and the ability to use literature for information and enjoyment
- developing self-discipline and perseverance
- promoting the acceptance of rules and conventions and an understanding of why they are made
- gaining the ability to find their way around the local environment
- developing the ability to show initiative
- developing the ability to play games, especially social games
- developing an awareness of informal work opportunities, and how to avoid exploitation
- developing an awareness of the need for holidays, and the ability to deal with all that they entail
- gain an understanding of the range of available full and part time post school training and education opportunities.
- developing skills to use modern technology including computers and the Internet and how to use them safely.

TO DEVELOP APPROPRIATE THINKING AND COMMUNICATION SKILLS.

This will be achieved by:-

- developing self confidence
- developing the skills required to access the media for enjoyment and information
- gaining the ability to communicate verbally and non-verbally,
- gaining the skills required to use the telephone
- developing the skills to use modern technology
- developing writing skills
- developing an awareness of time and its management
- being cautious and questioning
- developing self-advocacy skills
- developing, at an appropriate level, skills for thinking, planning, and rational decision making
- developing reading skills and the ability to use literature for information and enjoyment
- developing speech and conversational skills
- developing listening skills
- developing concentration
- gaining study skills

- developing an imagination
- developing memory skills
- promoting a healthy curiosity
- promoting the development of logical and mathematical thinking skills
- developing an awareness of everyday scientific principles
- developing self-expression
- develop an awareness of and use of informal non-verbal communication skills.

TO HAVE THEIR INDIVIDUAL TALENTS ENCOURAGED AND FOSTERED.

This will be achieved by:-

- developing the ability to exercise choice
- encouraging motivation and enthusiasm
- encouraging a sense of adventure
- promoting leisure interests
- promoting self-confidence
- encouraging an awareness of their own strengths and weaknesses and those of others
- promoting an awareness and respect for racial, religious and cultural differences
- promoting an awareness to the respect of the roles of men and women in society
- encouraging pride in achievement
- encouraging patience and perseverance,
- developing the ability to balance adventure with the need for safety,
- encourage aims and ambitions.

3. CURRICULUM CONTENT.

The content of the programme delivered throughout the school will depend upon the maturity of the individual pupils, as some pupils may require additional support. It may be more suitable for some pupils to follow the content associated with another key stage but presented at an age appropriate way. Similarly, pupils' awareness of and attitudes towards drugs may vary between localities and communities. Pupils' needs will be considered in relation to their circumstances with some elements of a particular stage being appropriate at an earlier or later key stage.

Programmes of Study

Teachers will when preparing schemes and planning individual objectives, make reference to the programmes of study.

The balance of coverage of different aspects of the programmes of study will reflect pupils' differing needs and abilities. The rolling programmes introduce the topics to be covered in each key stage.

The content of the curriculum will be spiral which allows for the introduction of new and more challenging learning, while building upon what has gone before, which reflects and meets the personal developmental needs of the pupils and young people of Durham Trinity School & Sports College.

At the primary level the programme of study and core themes will be incorporated in topics or taught individually. They will be presented in a style appropriate to the needs of the pupil according to age, ability and maturity.

Pupils in the Early Years Foundation Stage will work towards the three Early Learning Goals within the Personal, Social and emotional area of learning:

Self-confidence and self-awareness

Children are confident to try new activities, and say when they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose resources they need for their chosen activities. They say when they do or do not need help.

Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.

At the secondary curriculum, it will be presented in an age-appropriate manner and take into consideration the needs, ability and maturity of the pupil. The curriculum will change according to specific issues which may arise.

The programmes of study cover Key Stages 1 to 4 and are based on three core themes within which there will be broad overlap and flexibility:

Programmes of study include:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World incorporating Citizenship

Subject Content

The three overlapping and linked '**Core Themes**' (Health and Wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils readiness, are appropriate across all Key Stages and build upon the EYFS Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context and are influenced by the attitudes, values and beliefs of significant others.

PSHE education will respect and take account of pupil's prior learning and experiences. It prepares pupils for both their futures and the present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how their own learning is relevant to them and how it can be applied in their own lives.

PSHE education is a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...' The chosen topics should provide a context to progressively expand and enrich overarching concepts and transferrable skills.

Overarching Concepts

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A Healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) **and safety** (including behaviour and strategies to employ in different settings)
- **Diversity and equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts inclusion persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise, employability and economic understanding)

PSHE education makes a significant contribution to the development of a wide range of essential skills and experiences.

Essential Skills

The **interpersonal** skills required for self-management.

- Self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)
- Learning from experience
- Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)
- Making decisions (including knowing when to be flexible)
- Recognise the common ways our brains can 'trick us' in unhelpful thinking (including misconception about the behaviour of peers)
- Resilience (including self-motivation, adaptability managing change including setbacks and stress)
- Recognising and managing the need for peer approval
- Self-organisation (including time management)

<p>The interpersonal skills required for positive relationships in a wide variety of settings.</p> <ul style="list-style-type: none"> • Active listening • Empathy • Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour, being able to present and communicate ideas, arguments and thoughts effectively) • Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to constructive feedback and take on different roles; the ability to recognise and learn from others experience) • Negotiation (including flexibility, self-advocacy and compromise) • Recognising and utilising strategies for managing pressure, persuasion and coercion) • Responding to the needs of positive affirmation for self and others)
<p>Skills of enquiry.</p>
<ul style="list-style-type: none"> • Questioning • Gathering and using data • Analysis (separating fact from fiction) • Planning and deciding • Recalling and applying knowledge creatively and in novel situations • Drawing and defending conclusions using evidence and not just assertion • Identification, assessment (including prediction), and management of risk • Evaluating social norms • Reviewing progress against objectives.

Core Theme 1: Programme of Study for Health and wellbeing

At Key Stage 1 & 2 pupils should be taught to:

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways to keep physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health, wellbeing and to recognise sources of help within this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing.

At Key Stage 3 & 4 pupils should be taught to:

9. How to manage transition
10. How to maintain physical, mental and emotional health and wellbeing including sexual health*
11. About parenthood and the consequences of teenage pregnancy

12. How to assess and manage the risks to health and to stay, and keep others, safe
13. How to identify and access help, advice and support
14. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
15. How to respond in an emergency including administering first aid
16. The role and influence of media on lifestyle.

*Sexual health is included in this core theme; however it is an important that it is considered within the context of healthy relationships.

Core Theme 2: Programme of Study for Relationships

At Key Stage 1 & 2 pupils should be taught to:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships.

At Key Stage 3 & 4 pupils should be taught to:

6. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
7. How to recognise and manage emotions within a range of relationships
8. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying)
9. About the concept of consent in a variety of contexts (including in sexual relationships)
10. About managing loss including bereavement, separation and divorce
11. To respect equality and to be a productive member of the community
12. How to identify and access appropriate support.

Core Theme 3: Programme of Study Living in the wider world – Economic wellbeing and being a responsible citizen

At Key Stage 1 & 2 pupils should be taught to:

1. About respect for self and others and the importance of responsible behaviours and actions

2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. About the importance of respecting and protecting the environment
5. About where money comes from, keeping it safe and the importance of managing it effectively
6. How money plays an important part in people's lives
7. A basic understanding of enterprise.

At Key Stage 3 & 4 pupils should be taught to:

8. The knowledge and understanding of what he or she needs to do to become a good, informed citizen
9. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
10. Democracy, government including local, regional and international governance both democratic and non-democratic beyond the UK, the operation of parliament including voting and elections, the monarch, the nature of rules and laws, the justice system including the role of the police, operation of the courts
11. Human rights and international law, free press, the diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding
12. How to make informed choices and be enterprising and ambitious
13. How to develop employability, team working and leadership skills and develop flexibility and resilience
14. About the economic and business environment
15. How personal financial choices can affect oneself and others about rights and responsibilities as consumers.
16. Income, expenditure, credit and debit cards, insurance, savings, financial products and services and how public money is raised and spent.

At Key Stages 1 & 2, learners gradually build upon the skills, attitudes and values, knowledge and understanding they have started to acquire during the EYFS. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn to begin to develop effective relationships, assume greater personal responsibility and keep themselves safe

At Key Stages 3, learners build upon the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that learners are experiencing, including the transition to secondary education, the challenges of adolescence and their increasing independence. It teaches them the skills which will help to equip them for the opportunities and challenges of life and allows them to become more confident in addressing the challenges of effective learning and making an active contribution to society.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an adult life by taking on greater responsibility for themselves and others.

In addition to and within these programmes of study we feel that it is important that our pupils and young people should have the opportunity to learn about the following areas.

Personal Independence

Pupils should have the opportunity to learn about:

- eating and drinking,
- toileting - taking care of their own toilet needs,
- washing - washing and drying hands and face; preparing and using a bath or a shower;
- personal hygiene and appearance - taking care of relevant personal needs, including hair care, wiping noses, looking after nails, cleaning teeth, shaving, coping with menstruation, knowing about make-up and deodorants: use of services such as hairdresser;
- dressing and undressing, choosing clothing, dressing and undressing, selecting clothing according to personal preferences, weather and activity.

Home and Family Skills

Pupils should have opportunities to learn about:

- clothes care - taking care of clothes, including folding and storing, washing and ironing, care symbols;
- bed making - making a bed with sheets and blankets and/or duvet: recognising need for change of bed linen;
- cleaning and tidying - tidying away items after use; organising storage; cleaning, using equipment appropriate to task;
- DIY, decor and furnishing - making choices related to decor and furnishings; planning and carrying out simple repairs and DIY projects;
- household appliances - using everyday household appliances;
- gardening - taking care of indoor plants; looking after garden;
- cookery - preparing food;
- diet and health - the importance of a healthy balanced diet;
- kitchen hygiene - keeping the kitchen clean and tidy; safety and hygiene in the kitchen;
- setting/clearing the table - setting and clearing the table around mealtimes;
- washing up - washing, drying and storage of cutlery, crockery and utensils;
- using household substances safely - choosing appropriate substances for household tasks; recognising hazards in household substances; using potentially hazardous substances safely;

- electrical safety - awareness of the dangers associated with electricity; safe use of electrical appliances;
- home security - protecting the home and people in it, against risks, e.g. intruders, fire

Out and about in the community

Pupils should have the opportunity to learn about:

- cafes - using a variety of cafes with different service systems: making choices according to preference and budget;
- road safety - using roads and footpaths safely and with consideration for others; cycling proficiency;
- mobility - finding their way around their immediate environment e.g. home and classroom; extending the bounds within which they can safely operate e.g. the whole school, immediate neighbourhood, home town; developing the skills required for independent mobility;
- shopping - recognising and expressing their needs; identifying outlets e.g. shops, catalogues, adverts, methods of payment, consumer rights and decisions;
- leisure facilities - identifying and using leisure facilities and other features of the environment including parks, public building and other landmarks;
- games and hobbies - different ways of spending leisure time, including social pastimes;
- personal safety - strategies for personal safety i.e. ways of avoiding bullying, attack or theft, what action to take if threatened, attacked or robbed.

Health and Sex Education

Pupils should have opportunities to learn about:

- dentist, doctor etc. - appropriate use of health, caring and supporting services and networks, including dentist, doctor, optician;
- first aid/everyday health - simple first aid skills: everyday personal health care including the appropriate use of glasses, hearing aids and other appliances;
- medicines - administering own prescribed medicine: precautions in use of prescribed medicines, including knowing that they should only be taken by the individual for whom they are prescribed; taking advice and using non-prescription remedies appropriately;
- smoking - the dangers and risks of smoking;
- alcohol - the dangers and risks associated with excessive drinking;
- drug abuse - illegal and harmful substances (including solvents) and the dangers associated with their misuse;
- sex education - body awareness, sex education, including relationships: dealing with abuse; staying safe, STI's
- child care - parenting skills;
- personal fitness - benefits of healthy diet, daily routines and exercise.

The Individual and Society

Pupils should have opportunities to learn about:

- bullying at school, in community and what can be done to prevent/rectify;
- social behaviour and rules - acceptable behaviour at home and at school; social conventions in wider society; rules, codes of conduct and laws;
- caring for the environment - caring for own immediate environment; their roles and responsibilities as members of society, with regard to environmental issues;
- legal rights - their legal rights and duties, relating to home, family and the wider community;
- advice and support services - making use of the advice and support services offered within the school situation; self advocacy; identifying, accessing and using external services e.g. family and employment related;
- employment and training - jobs/future training/applications and interviews including work experience;
- benefits and welfare - entitlement to a range of services and financial support applicable to specific personal, social and financial circumstances;
- democracy - self advocacy within immediate social groupings e.g. at home or at school; principles of democracy; means and methods by which democracy operates in the wider community e.g. clubs and societies, councils, national government;
- families, friends, relationships;
- supporting others - developing an awareness of other people and their needs within immediate family and other familiar groups; supporting others in a wider context; the role of charities;
- moral issues - issues of right and wrong within the home and school situation; wider moral issues e.g. human rights, animal welfare;
- Internationalisation - awareness of other countries and cultures.

Some pupils may become fully independent with regard to some or all of the content described. For others, independence may be an unrealistic aim, and teachers will be planning to develop increased participation and co-operation in these areas.

At Durham Trinity School we view PSHE as a fundamental part of our school ethos which is generic to everything we do.

Applied Academic Skills

Many of the skills taught in the academic curriculum can help pupils to function effectively and independently within society. It is particularly important that they have opportunities to learn about the following skills in everyday situations:

- Time - awareness of the times of different routine events; telling the time; knowing about days of the week and dates, management of time including use of schedules and timetables.
- Form filling.
- Telephone - use of telephone.
- Media - enjoying a range of entertainment media (including live entertainment, newspapers, books, magazines, radio, TV., recorded sound and vision, computerised systems), making choices and expressing preferences, obtaining

information from a range of media, operating media's items, appreciating and making allowance for the different perspectives offered in the media.

- Money - managing money in everyday situations, budgeting and making financial decisions.
- Study skills - framing relevant questions, finding out and making use of information, remembering and recalling information.

General Themes

General themes dealt with throughout will include:-

- Equal opportunities - understanding, accepting and valuing diversity (for similarities of and differences between individuals and communities)
- surviving and enjoying school
- home life
- preparation for adult life
- self-awareness
- needs of others
- enterprise
- teamwork
- individual choice
- career choices
- planning, decision making and evaluation
- safety (including e-safety)
- citizenship
- use of appropriate technology.

Primary PSHE Coverage

Class	Autumn Term	Spring Term	Summer Term
Greta (Nursery/Y R – Sensory)	<p>Throughout the year - Greta will use the Early Year Foundation Stage PSED Early Years Outcomes as a basis for providing a PSE curriculum appropriate to the needs and abilities of the children</p> <p>The three themes are</p> <ul style="list-style-type: none"> - Self Confidence and Self awareness - Managing feelings and behaviour - Making relationships <p>Daily Activities will include Welcome time & snack time</p> <p>Focus will be on areas such as:</p> <ul style="list-style-type: none"> • Sharing toys and equipment with others • Joining in group activities and enjoying the company of others • Developing a greater awareness of self • Expressing likes and dislikes • Developing an awareness of boundaries • Expressing and managing feelings 		
Aln (EYFS/KS 1)	<p>Throughout the year Aln - will use the Early Year Foundation Stage PSED Early Years Outcomes as a basis for providing a PSE curriculum appropriate to the needs and abilities of the children</p> <p>The three themes are</p> <ul style="list-style-type: none"> - Self Confidence and Self awareness - Managing feelings and behaviour - Making relationships <p>Daily Activities will include Welcome time & snack time</p> <p>Focus will be on areas such as:</p> <ul style="list-style-type: none"> • Accepting the needs of others • Greeting peers and familiar adults • Co-operative play with other children or adults • Developing a positive approach to new experiences • Making choices • Manners- saying please and thank you when reminded • Developing awareness of the feelings of others 		
Tweed (Yrs 1 / 2)	<p>Economic wellbeing and being a responsible citizen</p> <ul style="list-style-type: none"> • Respect for self and others and importance of responsible behaviours and actions • Rights and responsibilities within class 	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle? • Ways to keep physically and emotionally safe. • How to respond in an emergency. 	<p>Relationships</p> <ul style="list-style-type: none"> • How to recognise and manage emotions within a range of relationships e.g. Being a good friend. • How to respond to risky or negative relationships and

	<ul style="list-style-type: none"> Develop routines to model good practices on. 		ask for help.
Tyne (KS1 specialist ASD provision)	Health and wellbeing <ul style="list-style-type: none"> What is meant by a healthy lifestyle How to maintain physical, mental and emotional health and wellbeing 	Relationships <ul style="list-style-type: none"> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and manage emotions within a range of relationships 	Living in a wider world <ul style="list-style-type: none"> About respect for self and others and the importance of responsible behaviours and actions About the importance of respecting and protecting the environment
Throughout the year: Daily Activities will include Welcome time & snack time Focus will be on areas such as: <ul style="list-style-type: none"> Accepting the needs of others Greeting peers and familiar adults Co-operative play with other children or adults Developing a positive approach to new experiences Making choices Manners- saying please and thank you when reminded Developing awareness of the feelings of others 			
Wear (KS1 & 2 Sensory)	Relationships <ul style="list-style-type: none"> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 	Health and wellbeing <ul style="list-style-type: none"> What is meant by a healthy lifestyle 	Living in a wider world <ul style="list-style-type: none"> About the importance of respecting and protecting the environment
Browney (Yr 3)	Living in a wider world <ul style="list-style-type: none"> Respect for self an others and 	Relationships <ul style="list-style-type: none"> How to recognise risky or 	Health and wellbeing <ul style="list-style-type: none"> How to respond in an emergency

	<p>importance of responsible behaviours and actions</p> <p>Relationships</p> <ul style="list-style-type: none"> • How to recognise and manage emotions within a range of relationships 	<p>negative relationships including all forms of bullying and abuse.</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle 	<p>Living in a wider world</p> <ul style="list-style-type: none"> • About the importance of respecting and protecting the environment
<p>On-going throughout the year: Living in a Wider World</p> <p>Visits to Shops and Cafés as part of Minibus Program.</p> <ul style="list-style-type: none"> • Where money comes from, keeping it safe and the importance of managing it effectively. • How money plays an important part in people’s lives. 			
<p>Coquet (Yrs 4 / 5)</p>	<p>Relationships: <u>New Beginnings</u></p> <ul style="list-style-type: none"> • How to manage and maintain a variety of relationships. • How to recognise and manage emotions within a range of relationships. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • How to recognise risky or negative relationships including all forms of bullying and abuse. • How to respond to risky or negative relationships and ask for help. <p>Health and Wellbeing <u>Teeth and Digestion</u></p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle? • How to maintain physical, mental and 	<p>Wider World <u>Earth Day</u></p> <ul style="list-style-type: none"> • About the importance of respecting and protecting the environment • About respect for self and the importance of responsible behaviours and actions. • About rights and responsibilities as members of families, other groups and ultimately as citizens. <p>Health and wellbeing <u>Road Safety</u></p> <ul style="list-style-type: none"> • How to respond in an emergency. • How to keep 	<p>Health and wellbeing <u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> • How to maintain physical and emotional health and wellbeing. • How to manage risks to physical and emotional health and wellbeing. • To identify different influences on health and wellbeing. <p>Living in a Wider World <u>Living Things and Habitats</u></p> <ul style="list-style-type: none"> • About the importance of respecting and protecting the environment • About respect for self and the importance of responsible behaviours and actions.

	<p>emotional health and wellbeing.</p> <ul style="list-style-type: none"> • How to make informed choices about health, wellbeing and to recognise sources of help within this. 	<p>physically and emotionally safe.</p>	<p>Health and wellbeing Changes</p> <ul style="list-style-type: none"> • About managing change/transition.
<p>On-going throughout the year:</p> <p>Living in a Wider World Partaking in activities related to school's Erasmus+ and Connecting Classrooms Projects with school's around Europe and in Rwanda</p> <ul style="list-style-type: none"> • About different groups and communities. <p>Visits to Shops and Cafés as part of Minibus Program.</p> <ul style="list-style-type: none"> • Where money comes from, keeping it safe and the importance of managing it effectively. • How money plays an important part in people's lives. 			
<p>Derwent (Yrs 5 / 6)</p>	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • How to manage risks to physical and emotional health and wellbeing • How to make informed choices about health, wellbeing and to recognise sources of help within this • Managing change including puberty, transition and loss 	<p>Relationships</p> <ul style="list-style-type: none"> • How to recognise risky or negative relationships including all forms of bullying and abuse. - Link to computing e-safety and internet bullying ICT • How to respond to risky and negative relationships and ask for help. • How to respect equality and 	<p>Living in the wider world</p> <ul style="list-style-type: none"> • A basic understanding of enterprise • To respect equality and to be a productive member of a diverse community

		diversity in relationships	
Eden (Yr 6)	<p>Living in a wider world</p> <ul style="list-style-type: none"> • Respect for self and others and importance of responsible behaviours and actions • Rights and responsibilities • Different groups and communities <p>Relationships</p> <ul style="list-style-type: none"> • How to recognise risky or negative relationships including all forms of bullying and abuse. • Link to computing e-safety and internet bullying ICT 	<p>Relationships</p> <ul style="list-style-type: none"> • How to recognise risky or negative relationships including all forms of bullying and abuse. • How to respond to risky and negative relationships and ask for help. • How to respect equality and diversity in relationships. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • ways of keeping physically and emotionally safe. 	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • Managing change including puberty, transition and loss –link with transition process into year 7 • What is meant by a healthy lifestyle (link with science topic) • How to make informed choices about health, wellbeing and to recognise sources of help within this • Influences on health and wellbeing • How to respond in emergency •
	<p>Throughout the year will also look at Living in Wider World – Where money comes from, keeping it safe and importance of managing it effectively, how money plays an important part in people’s lives – link with minibus trips and class funds</p>		
Tees (KS2 specialist ASD provision)	<p>Throughout the year</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle • Ways to keep physically and mentally safe <p>Relationships</p> <ul style="list-style-type: none"> • How to recognise and manage emotions within a range of relationships • How to respond to risky or negative relationships and ask for help <p>Living in the wider world</p> <ul style="list-style-type: none"> • About respect for self and others and the importance of responsible behaviours and actions 		

	<ul style="list-style-type: none"> • About different groups and communities • About where money comes from, keeping it safe and the importance of managing it effectively 		
Brancepeth (KS3 & KS 4 Sensory)	Health and wellbeing <ul style="list-style-type: none"> • What is meant by a healthy lifestyle • How to maintain physical, mental and emotional health and wellbeing • To identify different influences on health and wellbeing. 	Living in the wider world – Economic wellbeing and being a responsible citizen <ul style="list-style-type: none"> • About different groups and communities • About the importance of respecting and protecting the environment • About respect for self and others and the importance of responsible behaviours and actions 	Relationships <ul style="list-style-type: none"> • How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • How to recognise and manage emotions within a range of relationships • How to respect equality and diversity in relationships.

All Primary Classes	Ongoing throughout the year Relationships & Health and wellbeing Classroom rules, rewards and sanctions program. E.g. safe use of equipment such as scissors, sharing and taking turns etc. Developing Social interaction skills (speaking and listening skills) Primary Assemblies – celebration of achievement Healthy eating (snack time) E-safety
---------------------	---

KEY STAGES 3 & 4 TOPIC PLAN

	Term 1		Term 2		Term 3	
Y7	<p>Introduction to the Secondary Department Myself & Others (including positive relationships of class, team, friendship)</p>	<p>Puberty & Our Changing Bodies Taking care of our bodies</p>	<p>Keeping Physically Safe (Risk, danger, hazards, safety at home, school & in the community including the emergency services, cycle, road, rail, fire & water safety)</p>	<p>Keeping Emotionally Safe (Social media, ICT, mobile phones, protecting personal information, distribution of images of themselves and others, right to protect their body from inappropriate and unwanted contact, keeping secrets or something confidential, when should I break a confidence or share a secret?, who is responsible for keeping me safe and the ways these people can help me)</p>	<p>Citizenship The political system, role of citizens, Parliament and the monarch, the precious liberties enjoyed in the UK</p>	<p>Drug Awareness Level 1 (immunisations, vaccination, prescribed drugs, legal drugs eg tea, coffee etc)</p>
Y8	<p>Equal Opportunities Celebrating diversity (appreciate national, regional, religious and ethnic identities of UK including: Race/culture/gender/disability)</p>	<p>Healthy, Active Lifestyles (balanced diet including eating disorders, obesity and dieting, hobbies and interests, work life balance, benefits of exercise, sleep and physical activity, looking after our bodies)</p>	<p>Citizenship The rules of law and the justice system including the role of the police and operation of courts</p>	<p>Responsible Behaviours and actions (Rights & Responsibilities and UN Declaration of the Rights of a Child)</p>	<p>Feelings & emotions Bullying (including cyber-bullying, use of prejudiced based language, manage dares,</p>	<p>Drug Awareness Level 2 Substance use & misuse (Alcohol, tobacco, cannabis & the law relating to their supply, use and misuse whether experimental or occasional, benefits of not smoking or drinking alcohol, dependence and addiction, how to access local health services for support))</p>

<p>Y9</p>	<p>Citizenship Global citizenship (know that some cultural practices are against British law (FGM), similarities and differences including stereotyping, prejudice, bullying, discrimination)</p>	<p>World of Work (realistic and challenging personal targets and goals, personal strengths, skills, interests, types of work including employment, self-employment, voluntary work)</p>	<p>Family Life and Positive, Healthy Relationships (marriage, civil partnerships, stable relationships, how to deal with family breakdown, bereavement, loss etc, importance of friendship and love before sexual relationship)</p>	<p>Relationships outside the family, different types of relationships Personal safety</p>	<p>Child care</p>	<p>Personal Finance (where does money come from, keeping it safe & the importance of managing it effectively)</p>
<p>Y10</p>	<p>Bullying (including all types, i.e. racism, gender identity, sexual orientation, physical, disabilities, psychological & on-line (privacy))</p>	<p>Careers & Employability (personal review, aspirations and career pathways, choice and where to go for information, advice and guidance, work experience, rights and responsibilities at work)</p>	<p>Relationships Sex Education, (incorporating consent, the law, levels of intimacy, contraception, communication and negotiation, benefits of delaying sex, right to withdraw consent to sexual activity, impact of drugs and alcohol on choices and sexual behaviour, safe sex, risks of unprotected sex and STI including AIDS/HIV)</p>	<p>Pregnancy & Teenage Pregnancy (how lifestyle choices affect the foetus, childcare including parenting skills, adoption, fostering, abortion and the range of beliefs and opinions about it, where to go for advice, support and help including sexual health services)</p>	<p>Keeping Emotionally Safe Healthy living, exercise, diet and leisure activities, emotional health and wellbeing, how and where to obtain help, advice and support for depression, anxiety, suicide, self-harm) Role of media on lifestyle</p>	<p>Drug Awareness Level 3 Review & update</p>

<p>Y11</p>	<p>Active citizenship Rights and Responsibilities (including human rights and international law, other systems of government, both democratic and non- democratic beyond the UK, diverse regional, national and religious and ethnic identities in the UK and the need for mutual respect and understanding)</p>	<p>Parenting and Responsibilities understanding rights of employee and employer, welfare rights and benefits</p>	<p>Drug Awareness Level 4 Anti-social behaviour and its effect on society</p>	<p>How to respond in an emergency & First Aid</p>	<p>Caring for a home Budgeting (including Personal Finance)</p>	<p>Transition to next stage</p>
-------------------	--	--	---	---	---	---------------------------------

NB: All topics may incorporate projects comparing life in European Partner Schools and their associated countries. Emphasis in all areas will be positive citizenship and aspects of the Citizenship curriculum will be recognised and taught explicitly

4. RANGE OF EXPERIENCES

PSHE is incorporated in all areas of the curriculum and the underlying curriculum of Durham Trinity School. Additionally, we have in place a number of systems which support the PSHE curriculum and ensure the positive ethos of the school.

- A tutorial/class teacher system
- Pupil Planners
- Parental Partnerships
- Outside Agencies
- Visits
- Visitors
- Residential visits
- European and Global Partnerships
- Community based learning
- Enterprise
- Integration with schools and colleges
- Community involvement
- Links with business and industry
- Community projects
- Prince's Trust XL Award
- Environmental projects
- Charity events and fund raising
- Children-in-need Day
- Red Nose Day
- Responding to world disasters
- International awareness
- Rotary Interact club.

AT DURHAM TRINITY SCHOOL & SPORTS COLLEGE PSHE IS AN INTEGRAL PART OF ALL SUBJECTS AND ALL ASPECTS OF SCHOOL LIFE.

4. LITERACY ACROSS THE CURRICULUM.

The PSHE curriculum supports Literacy across the Curriculum by adopting the policy, displaying subject specific key words and promoting subject displays incorporating text in a variety of forms.

5. CORE VALUES INCORPORATING SMSC & BRITISH VALUES

SMSC learning, takes place across the whole school and in every lesson. It helps us to develop a deeper knowledge and understanding of the wider world by learning about the beliefs, cultures, difficulties and needs of other people. This in turn helps everyone to develop greater consideration, care and empathy for the world around them.

Democracy – school council, class votes, pupil voice, pupil questionnaires and interviews, choosing local, national and international charities to support

Rule of Law – as encountered throughout our lives, involvement in school rules, understanding and applying school rules, the police and other emergency services, the law and the age of consent and involvement of drug and alcohol abuse, employment and the law

Liberty – creating a positive culture, encouraging choices and freedoms, e-safety – rights and personal freedoms, human rights, rights and responsibilities, access to afterschool extra-curricular activities, access to enrichment activities on Friday afternoon

Mutual Respect – Learning to treat everyone appropriately, enhancing cultural diversity in society, listening to others respectfully, learning to develop and maintain a variety of healthy relationships within a range of cultural/social contexts, learning about respect for self and others and the importance of responsible behaviours and actions, learning about different groups and communities, learning to respect equality and diversity in relationships

7. RELATED DOCUMENTS

This policy supports and complements the following whole school policies including:

- School vision and ethos
- Safeguarding Policy
- Anti-Bullying including Homophobic Bullying Policy
- Citizenship Policy

- Drugs and Substance Misuse Policy
- Relationship and Sex Education Policy
- Careers Education Information Advice and Guidance Policy
- Work Related Learning Policy
- Enterprise Education Policy
- E-Safety Policy
- All subject policies
- International Policy (including Global Citizenship)
- Literacy Across the Curriculum Policy
- Assessment, Recording and Reporting Policy

and should not be read in isolation.

Spiritual

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Cultural

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and

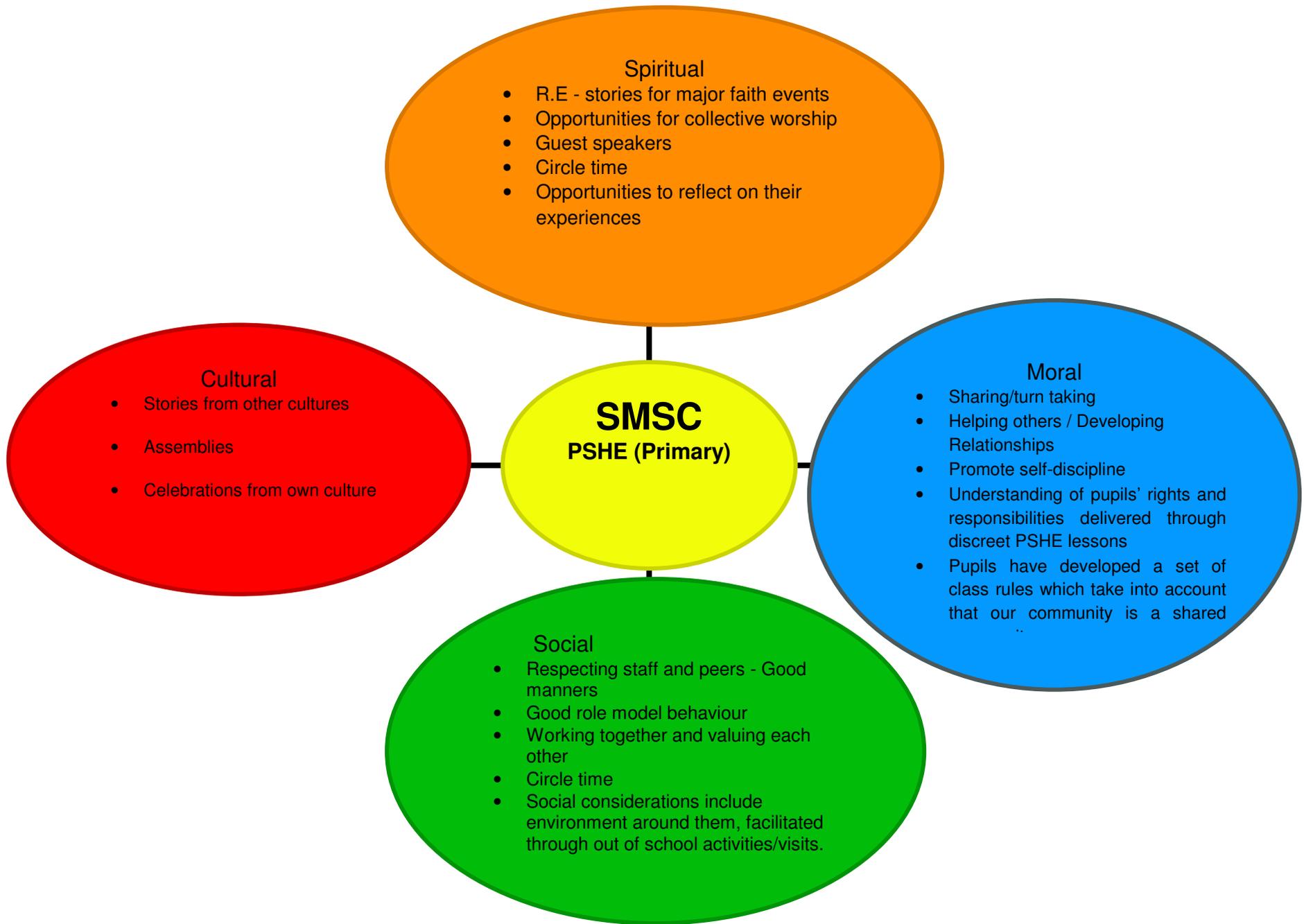
SMSC PSHE

Moral

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Social

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.



Spiritual

- R.E - stories for major faith events
- Opportunities for collective worship
- Guest speakers
- Circle time
- Opportunities to reflect on their experiences

Cultural

- Stories from other cultures
- Assemblies
- Celebrations from own culture

SMSC PSHE (Primary)

Moral

- Sharing/turn taking
- Helping others / Developing Relationships
- Promote self-discipline
- Understanding of pupils' rights and responsibilities delivered through discreet PSHE lessons
- Pupils have developed a set of class rules which take into account that our community is a shared ..

Social

- Respecting staff and peers - Good manners
- Good role model behaviour
- Working together and valuing each other
- Circle time
- Social considerations include environment around them, facilitated through out of school activities/visits.

APPENDIX 1

CITIZENSHIP

At Durham Trinity School & Sports College Citizenship has always been an integral part of the school curriculum. From the day pupils commence their education at Durham Trinity School & Sports College our aim is to produce active, informed citizens. In 2002 when the value of Citizenship was recognised as an entitlement for senior pupils it also endorsed our belief of positive citizenship at Durham Trinity School & Sports College.

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Through citizenship we will endeavour to equip pupils with the skills and knowledge to explore political and social issues, to weigh evidence, debate and make reasoned arguments and prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Citizenship is regarded as an important aspect of the whole school curriculum. In the early years pupils will be encouraged to learn about themselves, about the world around them and how they react with others in a positive way. They will learn about their worth and value as citizens of Durham Trinity School, their community, their country and of the world.

The national curriculum for Citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

At Durham Trinity School we aim to ensure that all pupils across all phases of education are involved in aspects of Citizenship in all subject areas. The knowledge and understanding required to become informed citizens will be taught as pupils acquire the skills of enquiry and communication, participation and responsible action and in a continuous and coherent way that reflects the needs of the pupils.

We aim to ensure that at KS 3 and KS 4 pupils will have the opportunity to acquire:

- The knowledge and understanding he or she needs to become a good informed citizen.
- The skills of enquiry and communication. This includes the ability to, think about topical political, spiritual, moral, social and cultural issues which have been researched from a variety of sources. They will be able to communicate their individual opinions during class discussions.
- The skills of participation and responsible action. Pupils must use their imaginations to consider the experiences of others and to be able to think about, express, explain and evaluate views that are not their own. They must learn to negotiate, make decisions and take part responsibility in school and community activities.

Key Stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk

Key Stage 4

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

In the Primary department Citizenship will be taught through P.S.H.E and in a cross curricular manner. In the senior department Citizenship will be presented according to need through P.S.H.E.

DURHAM TRINITY SCHOOL & SPORTS COLLEGE

SEX AND RELATIONSHIPS EDUCATION POLICY

Durham Trinity School & Sports College believes that sex education should form part of the education of all pupils throughout all phases of education, the content and method being matched to the maturity, ability and awareness of the pupil. It should promote the equal value of all people.

We will provide a progressive, developmental sex education programme for pupils, matched to their needs.

We will provide an individualised approach to sexual development.

Durham Trinity School & Sports College is fully committed to providing a sex education policy which:

- develops in pupils a basis for knowledge, attitudes and inter-personal skills upon which they can build a healthy regard for human sexuality,
- involves learning about one's self, one's body and developing a healthy respect for loving, caring and relationships with others,
- promotes the importance of a healthy lifestyle,
- provides an understanding of the behaviour and attitudes required to maintain positive relationships,
- promotes family values at all time,
- assist pupils gain an understanding of appropriate sexual behaviour, so that they can avoid exploitation and abuse.

At Durham Trinity School & Sports College we aim to give pupils the opportunity to develop an understanding and control of their own sexuality. By providing a structured sex education curriculum pupils will grow more confident and competent in their personal relationships and develop a positive attitude towards sexual health. Pupils will become aware of acceptable behaviour and thus avoid exploitation and abuse. They will also become aware of the importance of family values and of the physical changes which occur to them throughout puberty. Pupils will become aware of the expectations and responsibilities of parenthood.

INTRODUCTION

Durham Trinity School & Sports College is fully committed to providing a curriculum which encourages the development of the 'whole' child and this is addressed strongly in our Personal and Social and Health Education incorporating Citizenship Policy. Sex education is incorporated into our P.S.H.E curriculum where it is introduced with sensitivity.

The sex education curriculum has been carefully developed with teaching staff working alongside our school nurse, non-teaching staff, parents and representatives from outside agencies to ensure the content is sensitive to:

- the wide age range within the school,
- the wide ability range of the pupils,
- the differing maturation rates of different pupils, balanced against.....
-the need to introduce different elements to pupils at particular points in their lives,
- the abilities and sensitivities of staff,
- the different expectations and wishes of parents.

All pupils throughout all phases of education will have access to the sex education curriculum. The curriculum is developmental and incorporates all areas of pupils' growth. Parents will always be kept informed of the content of the sex education curriculum whenever it applies to their child and will have the opportunity of removing their child if the subject is contentious to their religious or cultural beliefs. All sex education within the school will be closely linked to other subjects, such as health and hygiene and personal and social education. It will be taught within a moral context, and not be divorced from relationships, feelings and morals. Contentious issues will be dealt with in a neutral fashion, by explaining the pros and cons but not taking either side.

In addition to following any formal scheme of sex education, pupils' spontaneous queries will be dealt with by staff in ways which seem appropriate to the maturity of the pupil concerned. Individual pupils will also receive guidance if it is appropriate to their needs.

Throughout the delivery of the sex education curriculum, representatives from outside agencies will be invited to share their expertise with pupils and staff.

In Durham Trinity School & Sports College we are very aware of the moral issues that may present themselves to those teaching sex education. It is therefore very important that all issues are dealt with in a professional manner and that the boundaries between teacher and student are maintained. It is important that pupils are aware of the fact that a teacher is unable to withhold confidences that they believe might damage the pupil in the future.

POLICY AND PRACTICE STATEMENT

Introduction

The 1993 Education Act: 'Sex Education in Schools' requires staff and governors to ensure that sex education within school meets the needs of the pupils. Sex education at school, should be complimentary to, and supportive of the role of parents, in educating their children about sexuality and relationships.

The Sex & Relationships Education Guidance 2000 identifies sex education as 'It is lifelong learning about physical, moral and emotional development. It 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'.

The sex education policy should therefore be regarded as a document to support our P.S.H.E Policy and programme. - highlighting our sex education provision.

Sex Education should:

1. equip pupils with knowledge and understanding, personal and inter-personal skills, the development of attitudes, values and beliefs, at an appropriate level of their development.
2. be an integral part of the learning process, beginning in childhood, and continuing into adult life.
3. be provided for all children, young people and adults, including those with physical, learning or emotional difficulties.
4. encourage exploration of values and moral issues, consideration of personal relationships, and the development of communication and decision making skills.
5. foster self-esteem, self-awareness, a sense of moral responsibility, and the skills to avoid and resist unwanted experiences.

It is important to emphasise that these requirements can be fulfilled, particularly in the lower key stages, without any direct reference to sexual activity.

Why Sex education is important.

Sex education is one aspect of our P.S.H.E curriculum. It is cross curricular and fully integrated. It is important that it is not over emphasised, isolated, or left to chance. Learning is positive, rather than problem led - which can so often be inadequate and harmful. The physical, intellectual, emotional and social needs of the pupil, at his/her current stage of development, are the focus for learning. Self-esteem, and respect for others are the cornerstones of good personal, social and health education, and therefor of good education.

A Balanced Approach.

The sex education curriculum addresses personal and social issues, as well as basic body knowledge.

The following components are incorporated:

- Self Esteem.
- Human growth and development.
- Body knowledge.

- Relationships.
- Helping Agencies.
- Personal and Social Skills.
- Safety.
- Parenting and Families.

The underlying and recurring themes are Rights, Responsibilities, Respect and Risk.

Aims.

It is our aim, through our sex education, to support the personal and social development of the pupils so that they are able to understand and accept changes that take place in their development, and in those around them.

We will aim to support our pupils towards expressing themselves positively, so that they are able to enjoy relationships that are based on mutual respect and responsibility, free from any abuse.

Objectives.

1. To create a programme which caters for pupils 'needs, and is sensitive to individuals and groups.
2. To assist pupils to understand their personal responsibilities for their own bodies.
3. To encourage the acceptance of sexual matters without embarrassment, by encouraging positive attitudes to bodily functions.
4. To generate an atmosphere where questions and discussion can take place without embarrassment.
5. To enable pupils to accept variations in rates of growth and development - physical, social and emotional.
6. To provide reassurance that change is part of the life cycle and to aid adjustment to these changes.
7. To recognise the value of intimacy in loving and caring relationships.
8. To understand the value of family life, the implications of parenthood, and the needs of the very young.
9. To develop problem solving and decision making skills.
10. To develop communication and assertiveness skills in personal relationships.
11. To develop a growing understanding of risks, safety, and the skills and motivation required to keep safe.
12. To develop positive attitudes and confidence sufficiently enough to raise self-esteem.
13. To create a sensitive atmosphere in which pupils can develop an awareness of sexual attitudes and prejudice, and where equal opportunities can be promoted.
14. To be able to communicate any unwanted invasions of body and body space.
15. To be aware of sources of help, and to acquire the skills and confidence to use them.

Principles of Curriculum Organisation and Management.

In education leading up to and including KS2, aspects of sex education can be easily integrated into topics or themes. Stories, poetry, creative writing, dance, drama and music, art, humanities, science, RE and PE all offer opportunities for learning about aspects of sex education.

The topics or themes might be:

- Myself.
- Growing and Changing.
- Me and My Relationships.
- Keeping Myself Safe.

Key aspects will be revisited each academic year, in a rolling programme. In education at KS3 and 4, a number of subjects will make a recognised contribution, as well as specialised input within the P.S.H.E curriculum. A 'whole school approach' to sex education is important, because a pupil's total learning is the outcome of much more than one classroom experience. The received curriculum is the total learning of the pupil - the outcome of an interaction of six elements of school life:

- school philosophy and aims,
- school organisation,
- learning environment,
- attitude and skills of teachers,
- curriculum content and method,
- pastoral support.

Teaching sex education.

The following quote is taken from Curriculum Guidance 5: Health Education NCC 1990, and is highly appropriate to the sex education component of health education. "If a health education programme is to help pupils make informed choices, establish a healthy lifestyle, and build up a system of values, the teaching methods used are as important as the content of lessons. Pupil participation is essential if pupils are to learn from others, and help them to use appropriate language, in ways that are understood by others. This requires the use of a balanced range of teaching methods. Opportunities should be provided for pupils to assess evidence, make decisions, negotiate, listen, make and deal with relationships, solve problems, and work independently, and with confidence".

'Love is.....' a DVD made by our pupils is our basis for SRI at KS4. The DVD was funded by the Teenage Pregnancy fund and the NHS and is widely used in schools across the UK.

Principles for all staff and adults working in the context of personal care and development.

- Treat every pupil as an individual; with dignity and respect.
- Relate language and behaviour to the chronological age of the pupil.
- Reinforce the 'private' concept in all situations.

- Discourage older pupils from inappropriate behaviour, for example, sitting on laps, hugging and kissing in greeting adults.
- Personal care to be carried out by an adult of the same sex as the pupil, if possible.

Guidance on contentious issues.

It is human nature for caring adults to protect children and young people from information, attitudes and lifestyles that they personally find distasteful. It is also too easy to overlook the power and confusion of pupils' informal learning outside school. This is obtained from a wide range of influences - TV, internet, social media, magazines, newspapers, gossip, jokes, peer group etc. In school, we can do much to dispel myths, reduce fear, clarify understanding and counteract prejudice. Sensitive issues need to be presented in a broad and balanced way, pitched appropriately to the pupils' needs and experience. The use of 'ground rules' helps create a supportive climate for discussion, and will encourage the development of trust and confidentiality and respectful listening to the opinions of others. An important dimension to this will be the sensitive approach to religious beliefs.

Contraception.

Young children have more informal knowledge of contraception as a result of the publicity given to condoms in recent HIV and AIDS campaigns. Teachers, therefore, need to be able to clarify understanding in a way appropriate to the pupils' age and experience. Pupils need to understand about contraception, long before they need to make use of it, and to be able to talk at ease, around this issue. This highlights the value of a rolling programme, where issues are approached with increasing complexity each time they are returned to.

Pupils will be taught about various methods of contraception and in the context of intimacy and safer sex, that intercourse involves the use of a condom.

Information can be given about contraception to pupils under sixteen by teachers, but if personal contraceptive advice is sought by young people below the age of consent, teachers ought not to provide it, and suggest that help is sought from parents / medical practitioners / Young Peoples Centre.

Durham Trinity School & Sports College offers the C Card scheme via the school nurse.

HIV.

Pupils of all ages need to know the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviour. All need to learn that there are no risky people, only risky behaviour, and that everyone is potentially at risk. In the spiral of the educational process, young people may, for example, learn that picking up discarded needles is dangerous. Older pupils may learn the risk of needle sharing, and certain sexual activities. Therefore at KS3 and 4 there is a need to include information relating to safer sex.

Homosexuality.

HIV and AIDS education in the higher key stages requires reference to homosexuality, and section 28 of the 1985 Local Government Act does not prevent classroom discussion on this subject. To aid pupils towards sexual maturity and understanding, the teacher needs to work towards the development of self-esteem and responsibility in the pupils, and to aim towards counteracting prejudice and victimisation.

Sexual Abuse.

Recent years have seen increased concern about the occurrence and effects of sexual abuse. If the issue is avoided, the needs of children and young people are ignored.

There are two main areas of concern for teachers.

1. Promoting the skills of assertiveness (saying no). Self-esteem and the skills of self-expression can be a significant contribution to the prevention of future cycles of abuse.
2. Detecting signs of abuse of a physical, emotional or social nature.

Morality.

Morality is an essential aspect of sexuality and relationships. The morality of the next generation is best influenced by example, reasoned discussion, and clarification of values, rather than through instruction. A broad sex education programme can promote the values that are common to all societies that respect human dignity. These would include:

1. The value of family life.
2. Respect for individual and human rights.
3. Non-violation of human dignity.
4. Non-exploitation.
5. No persecution of minority groups.

Sensitivities.

As with teaching any sensitive issue young people may give cause for concern. If we have any reason to believe a pupil is at risk, staff are required to report it to the Designated Lead for Safeguarding or any of the nominated deputies who will follow the protocols as identified in the schools Safeguarding Policy.

Evaluating Sex Education.

This document provides guidance for our sex education teaching. The content will be reviewed regularly as part of an evaluation process without policy changes taking place.

Evaluation will help us to discover:

- Is it working?
- Why is it/is it not working?
- What changes - if any - are required?

Resources.

The most valuable resource is to be found within the understanding, experience and skills of the school staff. However, the school will try to ensure the availability of photos, slides, DVD's, PowerPoint presentations, and good quality models for appropriate illustrative and teaching purposes.

Additional resources for sex education are incorporated in the P.S.H.E list of resources.

It is anticipated that personnel from outside school, will be involved in teaching the sex education programme. However, where any involvement is planned, it is important that visitors are aware of the principles and attitudes outlined in this document and that parental permission be gained.

Letters to parents.

The 1993 Education Act gives parents the right to withdraw their children from any sex education lessons that are outside the National Curriculum science programme, from September 1994. It is therefore our policy to send a letter to parents, at the time when their child embarks upon his/her education with us. This letter, briefly outlines our sex education policy - its value to the healthy development of the child, and their right to withdraw.

This policy should not be read in isolation and supports the following policies and school documentation:

- PSHE incorporating Citizenship Policy
- Safeguarding Policy
- Bullying Policies
- Computing Policy
- Confidentiality Policy

Revised August 2015/JO'N

DURHAM TRINITY SCHOOL & SPORTS COLLEGE

DRUGS EDUCATION POLICY

The definition of a drug given by the United Nations Office on drugs and crime is:
'A substance people take to change the way they feel, think or behave'.

INTRODUCTION

At Durham Trinity School & Sports College we firmly believe that Drugs Education is an important aspect of the P.S.H.E curriculum. Pupils with learning difficulties may need more help in understanding what sorts of behaviour are and are not acceptable and desirable, in resisting peer pressure and in developing the self-confidence and skills to resist drugs. When pupils are taking prescribed medication they will need to distinguish between appropriate and inappropriate drugs.

The drug culture in the north-east is becoming more prevalent as it is throughout the U.K and schools have a vital role in educating young people about the dangers of substance use and abuse. We are firmly committed to providing a drugs education programme across all phases of education as we believe that health education is a vital part of the personal development programme of every pupil.

STATEMENT OF POLICY ON SUBSTANCE USE AND ABUSE

- Durham Trinity School & Sports College condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances.
- The school is committed to the health and safety of its members and will take action to safeguard their well-being.
- The school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, will seek to persuade pupils in need of support to come forward
- Durham Trinity School & Sports College is firmly committed to providing a Health Education Programme which is an integral part of all aspects of school life.
- We will work together to create a calm, safe and secure environment.
- We will promote the benefits of a healthy lifestyle at all times.

We aim to:-

- promote the spiritual, moral, cultural, mental and physical development of pupils at school and of society
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- promote the positive benefits of a healthy lifestyle at all times
- enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing skills
- provide accurate information about substances

- increase understanding about the implications and possible consequences of use and abuse
- encourage an understanding of those experiencing or likely to experience substance use
- widen understanding about related health and social issues e.g. sex and sexuality, crime, HIV and AIDS
- seek to minimise the risks that users and potential users face
- enable young people to identify sources of appropriate personal support
- enable pupils to develop skills in communication, assertiveness, decision making and risk assessment in order to achieve increased levels of competence and self esteem
- promote an understanding of the legitimate reasons for taking medication

WE INTEND TO ACHIEVE OUR AIMS THROUGH:

- an appropriate teaching programme which responds to pupils' needs
- clearly defined learning outcomes for lessons and other inputs
- reinforcement of key messages at different ages and stages in different situations
- involvement of the whole community including staff, governors, parents/carers, pupils, visitors and other of the school premises
- training and support for staff
- regular revision of policy and practise
- recognising that adults are role models for pupils

TEACHING AND LEARNING

Drug education is delivered through a well-planned P.S.H.E programme. It is also presented in a cross curricular manner as well as incorporated in assemblies and as a subject for discussion in tutor groups. The drugs education curriculum considers an appropriate range of drugs, volatile substances, over the counter medicines, prescribed medicines, alcohol, tobacco, caffeine and illegal drugs such as cannabis, heroine, LSD, ecstasy and any drug to reach the street, remembering that all medicines are drugs but not all drugs are medicines.

DRUGS AND THE NATIONAL CURRICULUM

Health Education Guidelines, recommended to be taught at varying stages in school, about substance use and misuse:

KEY STAGE 1

- To introduce children to the concept of drugs and medicines, to make them aware that there is a correct use for all substances.
- To know and understand simple safety rules about medicines, tablets, solvents and household substances.

KEY STAGE 2

- To know that all medicines are drugs but not all drugs are medicines.
- To educate about substances, to enable the children to make decisions confidently.

- To understand that some people need drugs to help them live or maintain quality of life.

KEY STAGE 3

- To make decisions that will have a bearing on pupils' future health and well-being.
- To impart knowledge to enable informed decisions and choices to be made.
- To raise awareness of damage caused by 'socially acceptable' and unacceptable drugs.
- To give pupils the skills to cope with peer group pressure.
- To dissuade experimentation and reduce incidence of drug abuse.

KEY STAGE 4

- Pupils should have the opportunity to make informed decisions about their attitudes and the use of drugs in a society where pressure exists.
- To discuss the role of the media in influencing attitudes towards drugs, particularly smoking and alcohol.
- To be able to communicate effectively and confidently with those who administer medication.

Drug Education is also addressed in the Science curriculum:

Primary Curriculum

- The role of drugs as medicines
- That tobacco, alcohol and other drugs can have harmful effects.

Secondary Curriculum

- That the abuse of alcohol, solvents, and other drugs affects health
- That the body's natural defences may be strengthened by immunisation and medicines
- The effects of solvents, tobacco, alcohol and other drugs on body functions.

Drug Education and the PSHE curriculum

Are covered in line with the following Core Theme areas:

Health & Wellbeing
Relationships
Living in the Wider World

CURRICULUM CONTENT

The Drugs Education curriculum is incorporated in the P.S.H.E curriculum and in other curriculum areas. The level and detail of the approach must be matched both to the age and the maturity of the pupil. For this reason, it may be more suitable for some pupils to follow the content associated with another key stage but presented

in an age appropriate way. However, pupils' needs should be considered in relation to his or her circumstances and each situation assessed on its own merit.

LINKS WITH THE COMMUNITY

To ensure the effectiveness of a drugs education programme it is vital that schools work in partnership with outside agencies. The School Nurse supports the curriculum and offers a confidential drop in clinic for pupils who need advice. She also supplies current resources to support all aspects of the curriculum. The Community Police Officer is a regular visitor to school and assists in staff development as well as presenting some of the Drug Education curriculum in the Senior Department. Their expertise is greatly appreciated and continues to keep staff informed of new habits, drugs and legal implications. Representatives from support agencies are a valuable asset to our programme and offer advice and support to pupils and parents.

PARENTS AS PARTNERS

At Durham Trinity School & Sports College we are committed to working in partnership with parents and carers. As part of the Drugs Education programme they are invited to meetings with outside agencies and the police where they are informed about substance use and abuse. Parents are kept informed and are involved with areas of the curriculum. Effective communication and co-operation is essential to the successful implementation of this policy.

NOTE Should any staff have concerns regarding a pupil who may be displaying signs of substance or solvent abuse they must immediately inform the Headteacher/Deputy Headteacher who will immediately take the appropriate action.

WARNING SIGNS OF SUBSTANCE OR SOLVENT ABUSE

Early detection of drugs misuse is extremely important. If a young person's drug misuse is identified at an early stage it is easier for action to be taken to prevent further misuse of drugs. Therefore teachers need to be vigilant at all times. Research has shown that first experiments with drugs by young people almost always involve a substance provided by a friend.

The signs listed in Tables 1 & 2 may indicate that individuals or groups of young people are misusing substances. Their presence alone is not conclusive proof of drug or solvent misuse; many of them are part of adolescence, but the presence of several signs together may point to a need for greater vigilance.

TABLE 1

Warning signs in individuals

- changes in attendance, and being unwilling to take part in school activities
- decline in performance in school work

- unusual outbreaks of temper, marked swings of mood, restfulness or irritability
- reports from parents that more time is being spent away from home, possibly with new friends or with friends in older age groups
- excessive borrowing of money
- stealing money or goods
- excessive tiredness without obvious cause
- no interest in physical appearance
- sores or rashes especially on the mouth or nose
- lack of appetite
- heavy use of scents, colognes, peppermint etc. to disguise the smell of substances
- wearing sunglasses at inappropriate times (to hide dilated or constricted pupils)

TABLE 2

Warning signs in groups

- regular absence on certain days
- keeping at a distance from other pupils, away from supervision points
- being the subject of rumours about drug taking
- talking to strangers on or near the premises
- stealing which appears to be the work of several individuals rather than one person (e.g. perhaps to shoplift solvents)
- use of drug takers slang
- exchanging money or other objects in unusual circumstances
- associating briefly with one person who is much older and not normally part of the peer group.

IN AN EMERGENCY

It is important that all staff understand the procedure for an incident involving drugs or other dangerous substances.

The following procedure must be followed:

- Make sure there's plenty of fresh air.
- Turn the child on his or her side. Then try and stay right there, so there's no risk of vomit being inhaled.
- Dial 999 and request an ambulance
- Collect any powders, tablets or any other substances that may have been used, and give them to the paramedic.

Revised June 2015/JO'N

DURHAM TRINITY SCHOOL

ANTI-BULLYING POLICY

'A person is bullied when he or she is overexposed and over time to negative actions on the part of one or more persons'. Olweus 1987

'Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim'.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of Internet, such as email & use of social media, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities.

Kidscape 2005

Definition

Bullying is unacceptable behaviour. Durham Trinity School is committed to creating a safe environment which enables pupils to learn, develop social skills and communicate their concern in the sure knowledge that an adult will listen and offer help. The school will make it clear to pupils, staff, parents and governors that bullying in any form will not be tolerated.

L.A. Policy

Minimum entitlement:

The L.A requires that the school identifies a senior member of staff to have responsibility for co-ordinating the work of the school and for overseeing the implementation of the policy. In Durham Trinity School the Senior Management Team in conjunction with senior staff ensure the implementation of the policy.

The L.A. requires the production of guidelines for children, parents and staff on how to deal with bullying (see Appendix 1-6)

The L.A. requires that strategies are in place to ensure that organisations should develop appropriate mechanisms for:

- making children and young people who allege they have been bullied immediately safe;

- investigating incidents and clearly stipulating what action will be taken as part of that investigation;
- recording incidents and the subsequent action taken;
- giving consideration to confidentiality issues;
- involving parents and other organisations;
- monitoring and evaluating the actions taken.

The County Council and organisations working on its behalf with children and young people are required:

- to make clear that everyone has a responsibility for the safety of others;
- to identify and provide appropriate training in relation to bullying behaviour for adults, children and young people;
- to raise awareness of adults, children and young people about bullying;
- to ensure that all staff and volunteers involved with children and young people are able to maintain and develop positive relationships with them;
- to provide and encourage a safe, listening environment in which adults, children and young people feel free to discuss their concerns regarding bullying behaviour.

The County Council expects that:

- all adults, children and young people should be alert to the signs of bullying;
- the issue of bullying should be discussed in schools openly and regularly;
- organisations will develop close links with agencies which might help reduce bullying behaviour;
- all organisations make a commitment to take effective and appropriate action in dealing with bullying behaviour;

Durham County Council 1998

Durham Trinity School aims to promote positive behaviours and has adopted the 'no blame' approach which uses group/problem solving processes (Appendix 7)

All establishments associated with Durham Trinity School will be made aware of the policy.

Advice on Policy and strategies will be given by DCC's Anti-Bullying Service with the possibility of working in partnership in 2009/2010.

Principles

It is expected that the raising of awareness of the whole school community will produce a safe, caring non-threatening environment encouraging members of that community to feel secure. Both pupils and staff should feel able to express concerns and opinions which will be valued, in the determining of school policy and rules. Awareness can be raised through vehicles such as:

- the curriculum
- the pastoral system

- assemblies
- home/school links
- P.S.H.E.
- tutorial time
- drama
- whole staff and governor training
- consistently promoting positive behaviour
- hidden curriculum

The school prospectus will give information to parents on actions to be taken if they suspect their child is being bullied or is involved in bullying.

The curriculum

The ideals of tolerance, acceptance and self-worth will be maintained by a continuing programme of reference in the curriculum and in the day to day life of the school.

Resources

Adult resources

Durham Trinity School intends to make full use of existing links with outside agencies, such as the LA Attendance Officer, Social Care, the school nurse, Educational Psychologist and the Police and will prioritise meetings with pupils who have been accused of bullying and their parents.

All adults working in the school have a responsibility to promote positive behaviours. The P.S.H.E. co-ordinator with the Senior Management Team will monitor the policy and assure all staff are aware and practising it's content.

Materials

A selection of resources to promote positive behaviours and eliminate bullying is included in P.S.H.E. resources. Staff wishing to use any of the resources should contact the P.S.H.E. co-ordinator who offers advice on the suitability and appropriateness for specific needs.

The Pupil

Durham Trinity School endorses the fact that pupils have a right to:

- be physically safe
- keep own possessions and money
- be free of insult, derogatory comments and teasing
- be able to associate with other young people for companionship and friendship

Pupils should take some responsibility for:

- physical safety of others
- security of everyone's personal possessions and money
- freedom from hurt by name calling and teasing
- including all pupils in play and learning activities.

- Selected school councillors acting as mentors.

Although continually reinforcing the above, Durham Trinity School recognises that the change in attitudes is not always or immediately reflected in changes in skills or behaviours. These changes are difficult and can only be brought about by practise, with support and in the context of a continuing programme of development and change.

The Class Teacher / Tutor

It is important that class teachers/tutors are informed of any incidents which involve pupils in their class. The school will ensure that all class teachers engender and maintain a safe environment where pupils feel secure and valued. The class teacher needs to be involved in any action formulated to avoid further incidents of bullying and is responsible for ensuring that records of the incident are filled in for both parties and filed. The class teacher should make any other members of staff involved with the pupil aware of actions to be taken to prevent further incidents.

Recording and monitoring

When incidents of bullying are reported, the following procedures will be implemented by staff:

1. Every case will be listened to by a member of staff
2. Discuss with the pupil any possible action that you are going to undertake; listen to both sides (separately then possibly together) and judge each case on merit, not on the basis of previous incidents
3. Record all incidents. Inform the K.S Co-ordinator, Safeguarding Lead or nominated deputies or senior staff if necessary
4. Meet with parents
5. Decide on a course of action and set date for review
6. Review at a later stage

The above procedures should be recorded appropriately and placed in individual files.

The Co-ordinator

The role of the co-ordinator is:

- to prepare and review the school policy
- to liaise with senior staff regarding policy implementation
- to consult with the INSET co-ordinator to ensure staff development through courses, meetings and training
- keep up to date with new developments and resources
- provide resources within financial limitations

Staff Development

The class teacher/tutor will be involved in INSET provision in the school and make the INSET Co-ordinator aware of any training needs.

The Governing Body

The school will ensure that the Governors are kept informed of school developments in relation to this policy. Any future developments and amendments to the school policy will be placed before the Governing body for information, discussion and approval.

Parents

It is expected that parents will support the policy. They will be kept informed of any developments in relation to this policy which will be made available for inspection upon request.

Useful Reading:

Maines and Robinson, *'Stamp out Bullying'*, Lame Duck Publishing 1991

Maines and Robinson, *'The No Blame Approach'*, Lame Duck Publishing 1992

Brock, Eve, *'A Positive Approach to Bullying'*, Longman 1992

Mashedor, M, *'Let's Co-operate'*, (KS1)

HELP ORGANISATIONS:

Anti-bullying Alliance	0207 843 6047
MENCAP	0808 808 1111
National Autistic Society	0845 070 4004
Stop Hate UK	0800 138 1625
Bullying UK	0808 800 2222
Family Lives Tyne & Wear	0191 223 3343
KIDSCAPE Parents Helpline	020 7730 3300
Parentline	1830 927277
Youth Access	020 8772 9900
Childline	0800 1111
Durham Anti Bullying Service (One Point)	0300026 1111
NSPCC - www.nspcc.org.uk	01138 817 120
CEOP – www.ceop.police.uk	
www.thinkuknow.co.uk	
Help4teens website – Advice on cyberbullying and contact numbers for mobile phone providers	
Advisory Centre for Education (ACE)	
Childnet International – www.childnet-int.org	
Coram's Child Law Advice Service - www.childrenslegalcentre.com	

Reviewed by J O'N June 2015

APPENDIX 1

Guidelines for Parents of a Child who appears to be Bullying

We are committed to working with **all** parents to ensure that every one of our pupils is safe and happy in school.

BULLYING is when you are picked on by someone you are frightened of. It could be they hit you, call you names or make you do things you do not want to. It might happen every day or not very often but even if it only happens once it is SERIOUS.

The following guidelines may be helpful if a problem arises involving your child in any incidents of bullying.

What you can do

- ◆ Make time to talk with and listen to your child.
- ◆ Listen carefully to what they have to say.
- ◆ Keep an open mind - there are two sides to every story.
- ◆ Get in touch with us - do not try to tackle the problem alone.

What we can do

We will support you and take the following action:

- ◆ Meet with you as soon as possible to discuss the problem.
- ◆ Fully investigate the issues.
- ◆ Take appropriate action.
- ◆ Keep you informed.

What we can do together

- ◆ Create an atmosphere of trust and self-worth both at school and at home.
- ◆ Communicate with each other regularly.
- ◆ Be aware of any signs that show your child may be unhappy.

APPENDIX 2

Guidelines for Children who are being bullied

(Needs to be in children's terms)

1. Ensure the child understands what bullying is, by using:
 - stories
 - discussion
2. Create the climate for children to tell.
3. Encourage all children to report incidents of bullying.

For the child

1. If you are being bullied, or know someone who is, talk to an adult you can trust.
2. They may not be able to solve the problem but they will try to help.
3. If you want to talk to a teacher they will take you somewhere quiet where they can listen carefully to what you have to say.
4. The teacher will tell you what can be done but you will help to decide what happens next.

You and everyone else in school has a right to be happy.

APPENDIX 3

Guidelines for Children who are being bullied

1. Come and tell.
2. We will be friendly.
3. We will listen to you carefully.
4. We will help.
5. We will try to:
 - stop the bully,
 - find out the facts,
 - make you happy again.
6. We will write it all down.

APPENDIX 4

Guidelines for Parents of Children being bullied

1. Try to discuss the issue with your child and reassure him/her that the school will deal with the situation.
2. Inform someone in the school whom the child trusts - this need not necessarily be the Headteacher.
3. All incidents should be seen as "alleged" until proved.
4. All incidents will be investigated, and as a parent you will be informed of the progress/outcome.
5. The investigation may involve talking with other parties concerned, but confidentiality will be respected.
6. Appropriate action will be taken in accordance with the school policy, a copy of which is available for you.
7. It must be realised that instant solutions cannot always be found, but every effort will be made to reach an outcome as soon as possible.

APPENDIX 5

Guidelines on Dealing with Bullying

Signs which may indicate that a child is being bullied.

1. Cuts, bruises or aches and pains which are not adequately explained.
2. Clothes or possessions belonging to the child are damaged or lost.
3. The child requests extra money or starts stealing.
4. The child starts going to school or returning to school at an earlier or later time or starts using a different route.
5. The child starts refusing to go outside at break times or refuses to stay at school for school dinners.
6. The child requests to change classes, options or school.
7. Reluctance or refusal to attend school.

Symptoms of Stress

Any marked change in a child's behaviour, especially in well-established patterns of behaviour, may indicate that the child is under stress.

- * The child's behaviour may become immature, i.e. the child reverts to a previous behaviour such as thumb sucking or tantrum behaviour.
- * The child may become withdrawn, clingy, moody, aggressive, un co-operative or non-communicative.
- * The ability to concentrate and school performance may deteriorate.
- * There may be sleep or appetite problems.

In some cases, bullying may be a cause of stress. In other cases, it may be family difficulties, the child may be abusing drugs or some other problem may be the case. Whatever the case, sensitive enquiries need to be carried out and help made available to the child.

APPENDIX 6

Guidelines for Staff Members Confronted by Bullying

1. Publicise the school policy on bullying (to those concerned).
2. Teachers need to be observant for signs of bullying (see Appendix 1)
3. React to signals.
4. Do not be misled by requests for confidentiality.
5. Reassure the child(ren) that the problem will be handled sympathetically.
6. Explain the alternative courses of action and involve the child(ren) in decisions.
7. Refer to other staff as appropriate.
8. Support the child in crisis.
9. Monitor.
- 10 Record all incidents.

APPENDIX 7

No Blame Approach

This approach, widely used throughout the U.K. and abroad is effective and does not put the victim at risk.

The steps can be summarised:

Step 1 - interview the victim

When the teacher discovers that bullying has occurred he/she talks to the victim about their feelings. The victim is not questioned but asked to say who was involved.

Step 2 - convene a meeting with those involved

The teacher arranges to meet with the pupils involved. This will include some bystanders or colluders who joined in but did not initiate the bullying. A group of 6-8 works well.

Step 3 - explain the problem

Tell the group how the victim feels without allocating blame or discussing details of the incident.

Step 4 - share responsibility

Teacher states that it is known that the group are responsible and that something has to be done about it. No blame is apportioned.

Step 5 - ask group for their ideas

Each member of the group is asked to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.

Step 6 - leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem, arranging to meet with them later to see how things are going.

Step 7 - meet them again

About a week later, the teacher meets with each group member individually, including the victim, to discuss how things are going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Maines and Robinson, 1992