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### Personal Development Learning

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Responsibility:	Curriculum Committee
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Signed:	

Mr Clive Norris

Chairman of Governors



**Policy for Personal Development Learning including SRE and Drug Education**

**Name of school:** Guillemont Junior School

**Policy approved:** October 2009

**Policy adopted:** December 2009

**Due for review:** October 2011

**Description of the setting:**

Guillemont junior school is a larger than average school based in Cove, Farnborough. The school is organised into fourteen classes: six parallel classes of vertically grouped Year 3 / Year 4 children and six parallel classes of vertically grouped Year 5 / Year 6 children. The final two classes make up the Resourced Provision for Speech and Language. The school has 17 teachers (12 class teachers, 2 Language Unit teachers a Deputy Headteacher and two teachers who cover PPAT who have no permanent class responsibility). In addition, Learning Support Assistants are linked to each class with a further 6 being allocated to the Language unit. There are currently 304 children on roll with 46% being Female and 54% being male. 90% of children are from a White British background and 5% of children have English as an Additional Language (EAL). 10% of children on roll are eligible for Free School Meals (FSM). The percentage of children who have a Special Educational Need (SEN) is 30% while 7% are on the Gifted and Talented register. The school lies at position 241 out of 429 on the deprivation index.

**How the policy was formulated:**

The policy was developed from the PACE Co-ordinator's training in developing a unified Personal Development Learning (PDL) Policy; consultation and review by governing body curriculum committee; consultation with staff, parents and pupils.

**National Guidance:**

The policy was drawn up using a range of national documents including: SRE Guidance DfES(0116/2000), Drugs: Guidance for Schools DfES 2004, Every Child Matters

**Definitions and terminology:**

PACE –	Personal and Citizenship Education
PDL –	Personal Development Learning
SRE-	Sex and Relationships Education
Drug Education –	Education about smoking, alcohol, solvents, drugs and medicines. (Including the beneficial and detrimental use of drugs through appropriate and in appropriate use.)
SEAL –	Social, Emotional Aspects of Learning
Stakeholders –	for the purposes of the policy the term stakeholder refers to the following groups: all staff, pupils, parents/carers, governors and partner agencies working with the school.
CPD-	Continued Professional Development
LU-	Language Unit
LSA-	Learning Support Assistant
SENCO –	Special Educational Needs Co-ordinator
HT -	Headteacher
LJ -	Lower Junior
UJ -	Upper Junior

**Aims and objectives of the policy:**

Our aim is to provide education which gives every child the opportunity to develop a healthy attitude and lifestyle and keep themselves and others safe. The programmes of study promote physical and emotional health by providing information about factors which influence health and by equipping pupils with the skills and attitudes to make informed choices about their own health, including learning about SRE and Drug Education. These will be applicable to their lives now and in the future, and will enable them to make the most of opportunities life presents. This is a whole school approach, which is directly related to the Healthy Schools Programme in which the school has gained accreditation.

Children are taught in class groups through a two year programme in the Spring Term about SRE or Substance Abuse.

**Year 1** Sex and Relationships Education  
Changes  
Health Education lessons  
Video/Discussion/ Drama

**Year 2** Substance Abuse  
Decisions  
Health Education lessons  
Discussion/ Drama

Children are made aware of peer pressure and taught strategies for self assertiveness through role play. Discussions are held in an environment where ground rules are used to govern the way discussions take place for the protection of both pupils and teachers. Issues of disclosure, confidentiality and safeguarding children are raised.

**Decisions - Substance Abuse Drug Education Programme**

We believe early intervention can tackle drug misuse, focusing on young people before they begin using drugs. The core concept is concentrating on the background risk factors and the subsequent damage that drug misuse may do to health and wellbeing. We aim to work with children and their families on protective factors.

As such the Decisions programme about Drug Education informs children of the nature of a range of substances that are classed as drugs, how they can be helpful in the case of prescribed medicines taken in accordance with the prescription and the harmful effects of the misuse of substances such as tobacco, alcohol, drugs and solvents.

Drug Education is taught on two year rolling programme and is suitably differentiated according to the age group of the child different areas of study for Upper and Lower Juniors. (See lesson plans)

Outline of the whole school programme for drug education:

- A curriculum evening / drop in session for parents and workshop for staff – before programme commences
- Sessions to take place during drama times
  - Role-play and about aspects of health led by class teachers.

LJ classes learn to understand where medicines / drugs go in our bodies and how our bodies react, and the importance of a healthy body; to appreciate the safety rules concerning medicines / drugs; to help children understand medicines / drugs can be life savers and how they are used is important.

UJ classes learn to think critically about smoking; clarify what they know about alcohol explore some reasons why people do what they do when they take drugs; gain understanding that there are some solvents at home and at school that can be harmful.

#### **Changes - Sex and Relationships Education Programme:**

Sex and Relationships Education at Guillemont Junior School is part of the personal, social, health and moral education of the child. It is delivered within a frame work that upholds a family as the ideal, though not necessarily exclusive living unit. Underpinning our aims is the belief in the preciousness of life within caring relationships. The school approach to Sex and Relationships Education will support parents in this aspect of their child's development and therefore is a collaborative process.

LJ classes learn about the physical differences between girls and boys; correct body part names and terminology; growing and changing; the life cycle approach – birth – death; about forming, maintaining and ending relationships; about friends and feelings, managing feelings, respect for people's emotions and feelings; family relationships and the caring family unit – including a range of family types- different patterns of child rearing; Image, personal hygiene, rights and choice, peer pressure, consequences of actions on oneself, for others.

UJ classes learn about differences and development; Conception and foetal development; Stereotypes; Talking about friends and feelings, managing feelings, consequences of actions on oneself, for others; Understanding emotions: media, culture; to respect people's emotions and feelings; about peer pressure; Forming, maintaining and ending relationships and caring aspects, marriage; the range and types of family, different patterns of child rearing, parenting; image, presentation and making decisions.

The Changes Programme about SRE will not deal with: Homosexuality; Aids; Contraception; Sexually Transmitted Diseases; Abortion; Pornography; Personal questions. The reason for this differentiation is that some of this material is more appropriate for secondary school age group. However some of these 'not teach' topics may arise through discussion or an individual's questions. In these instances queries will be dealt with as individual teachers choose, or feel able, to answer them. Parents will be involved, in consultation with the child, if this is felt appropriate or the best way forward.

At Guillemont Junior School we recognise parents / carers play an important role in this aspect of their child's education and with this in mind we seek to work in partnership to support parents in their duty to: impart knowledge and skills; promote attitudes and deal with issues as they arise. Communication is through letters home and the school website, a parents' curriculum session, and in lending resources – videos, books and other literature.

**Where and to whom the policy applies:**

The policy applies to all staff, pupils, parents/carers, governors and partner agencies working with the school. And as such is shared with all stakeholders.

**Content of PDL programme including SRE and Drugs:**

The lessons take place over the course of the year that are delivered on a two year rolling programme. Ongoing themes are a focus as a whole school and include Social and Emotional Aspects of Learning, health, economy, safety and citizenship.

See attached overview of PDL including SRE and Drugs appendix 1

**Organisation of the PDL programme;**

The PDL programme is developed and co-ordinated by the PACE Co-ordinator for the whole school although lessons are delivered by the class teacher. The focus of assemblies as a whole school, class collective worship and drama sessions are where the lessons are delivered on the timetable. In addition there are some events which are timetabled out of these times e.g. visits from the Fire Service, Plays with a PDL focus and visits such as Junior Citizen.

The teaching methods and styles are varied and differentiated to provide learning at every stage of development and to suit learning styles. Children work in class groups as a whole class, in smaller groups, in pairs and individually. Most groups will be of mixed gender and mixed ability, although for some lessons single sex lessons are provided for Y6 boys and girls when a school nurse is available for SRE. Class teachers are encouraged to assess the prior knowledge of the children and adjust the content of the lesson accordingly. Where there are children of significantly higher or lower ability suitable adjustments to the activities can be made by the class teacher.

There are a range of methods used for teaching in all aspects of the PDL curriculum. These include the use of ICT, videos, written recording, drawing, role play, discussion, circle time, games, question and answer, quizzes and independent research from books or using ICT. Children can handle and sort cards or objects.

The programme is evaluated by a variety of means: questionnaire surveys, pupil interview, work and planning sampling or lesson observation.

**Staff support and training:**

As part of the induction of new teachers to the school all teachers are made familiar with the areas of study and the organisation of the PDL curriculum. They are made aware of the PDL policy including confidentiality and managing drug related incidents. In addition to this all teaching staff are supported in the delivery of the programmes of work by in house training, delivered as a workshop session in the Spring Term which specifically addresses the health aspects of the SRE and the Drug Education Programmes and related areas: confidentiality, managing drug related incidents and safeguarding children.

The PACE Co-ordinator attends regular training at courses and network meetings in all the areas of PDL and this information is disseminated to the staff as necessary. Staff and the school regularly assess the needs of provision for staff CPD through the ongoing appraisal system and staff evaluation questionnaires.

**Assessment, monitoring, evaluation and reviewing:**

Teachers and pupils assess the knowledge and understanding of the children during lessons and this is reported to parents each term in the case of personal development. Children are assessed on their understanding and skills through write and draw techniques, quizzes, and question and answer through discussion or a written response. A more specific assessment of the health aspects, SRE and Drug Education are reported to parents at the end of the Spring Term; in addition, the overall assessment for PACE is also reported to parents at the end of each year.

The PACE Co-ordinator monitors the coverage of the programme through monitoring the annotated lesson plans and lessons through observation, questionnaire and pupil interview, although not all methods are employed together in any one focus area. Pupil self –assessment by e-Profile is shown on the overview and occurs once a term in the second half of each term. (Assessments are shown on the overview see Appendix 1.)

#### **The needs of pupils:**

Language unit children follow the programmes of study that are suitably differentiated to allow access to the curriculum. They experience some lessons as a LU group and some lessons in the main stream classes; although the need of each child is taken into account and this may differ on an individual basis. Therefore suitable language, visual props and terminology or stage of study are chosen according to the needs of the children in the LU.

The wider pastoral needs of the children are met through a class based care system, where the class teacher and LSA, over the course of two years build up a relationship with the child and the family. A range of systems are in place at different stages to support the children throughout their time at Guillemont. On entry to the school children make two visits to the school, one in a small group to their new class for September with others from the same feeder school and one with all the children from the feeder schools to their new classes on transfer day. Each child is paired up with a 'Pen Pal' who writes to them before the first visit to welcome them to the school. In addition that child will work alongside them on each visit and in the first two weeks of September. A similar partner system is used in the Upper Juniors when Y4 children transfer to Y5. At the end of KS2 in Y6 children meet their Head of Year for the two main secondary schools to which children transfer to and additional groups to support emotionally vulnerable children are also run with extra visits to the school and to their secondary school. For some children an Inclusion Partnership Agreement (IPA) is made with the secondary school.

The behaviour system supports the wider needs of the child by enforcing self discipline and through sanctions and rewards. Children are regularly awarded certificates for recognised behaviour and achievement.

The PACE Co-ordinator, Deputy Headteacher, Head Teacher, SENCO, Parent Support Advisor, School Nurse, Community Police Officers form a wider community of support for the wider pastoral needs of the child. In various aspects of the PACE Curriculum pupils and parents / carers are made aware of outside agency support, such as Childline.

#### **Referral and external support:**

In some circumstances children and their families may be referred to local partnership agencies for support. Likely support in these cases may be through the Parent Support Advisor, School Nurse, GP, Educational Psychologist or Frimley Children's Centre. Referral is made through the Child Protection Liaison Officer (HT). This may be at the request of the parent or the class teacher but all referrals must follow the specific protocol of being referred through the Head Teacher as the Child Protection Liaison Officer and follow the confidentiality and Safeguarding Children policy.

Visitors are required to complete the service level agreement that sets out the outcomes that are we expect and that visitors meet the requirements we need. Persons working with children unsupervised are CRB checked.

(See appendix 1 for a full and up to date list of local partnership agencies, local services, national help lines and websites that are used to support this aspect of the curriculum)

#### **Involvement of parents/carers:**

Parents are consulted when policies are written and reviewed. They form part of the working party and are consulted for their opinions. The policies are shared on the website, e-mailed to parents and posted by pupil post. Parents are invited into school prior to the commencement of the Spring Term

PACE theme on SRE or Drug Education. All parents are informed by letter of the spring term programme; at this time the right to withdraw is notified to parents.

**Parents Right to Withdrawal from Sex and Relationships Education:**

**Parents have the right to withdraw their children from all or part of the Sex and Relationships Education programme provided at the school except those parts included in the statutory National Curriculum;**

- **that the life processes common to humans and other animals include nutrition, growth and reproduction**
- **about the main stages of the human life cycle**

Alternative arrangements will be made in school for children in these cases e.g. working in another class or with an LSA, where necessary with work provided by the class teacher.

Parents who choose to withdraw their children will be invited to discuss their reasons with the staff at the school, head teacher, class teacher, PACE Co-ordinator or member of staff of their choice. The school will respect the decision of parents who do not wish to discuss their choice or choose to withdraw their children. Advice and support will be offered. Resources will be available for parents to use in the form of videos, books and support agencies, such as the school nurse. The DCSF standard pack of information for parents who withdraw their children from Sex and Relationships Education will be ordered if parents wish.

Guillemont Junior School accepts and understands that parents are the key people in teaching their children about sex, relationships and growing up. The school will support parents in their role as sex educators and will always work in partnership with parents, consulting them regularly on the content of Sex and Relationship programmes.

Management of drugs at school

**For guidance on dealing with emergencies and any situation involving drugs, without medical authority, refer to the following procedures, which are also displayed as wall charts in the medical room. (Responding to Incidents Involving Drugs)**

The management of drug-related situations is co-ordinated through the PACE Co-ordinator, who will initiate or co-ordinate action, including consultation and referral to the Head Teacher, Mrs KE Fuller, (Child Protection Liaison Officer), the first aid provider, Child Protection governor and outside agencies where relevant. In the absence of any of those named, the Deputy Head Teacher, is the nominated person to deal with the incident in their absence.

In every instance the school will place the utmost importance on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues.

Each incident will be carefully assessed to judge the nature and the seriousness. Careful attention will be given to the confidentiality of those involved and the schools confidentiality policy will be followed.

(See Drugs: Guidance for Schools 2004)

Specific actions to take in the following cases are:

- **Drugs or associated paraphernalia is found on the school premises:**

Remove using gloves and for sharp objects use a hard casing container, temporarily store the drug securely in a designated place. Inform the Headteacher who will begin further investigation. If the drugs are illegal notify the police without delay to arrange collection or disposal. If legal notify the parents or dispose of the drugs. Record all decisions and monitor the outcome. Review effectiveness of policy and practise.

- **A pupil is found in possession of an unauthorised drug or a pupil supplying an unauthorised drug:**

In addition to the above advice inform the parent / carer and identify the needs of those involved.

Seek outside support / advice if appropriate from the Police Community Support Officer.

- **A pupil under the influence of a drug (including misuse of medicine)**

(In addition to the above advice)

In the case of a medical emergency call for medical help / ambulance and follow first aid procedures until help arrives. If it is not a medical emergency keep the pupil calm and under observation. If the child is intoxicated consider asking a parent / carer to collect. Ensure the safety and well being of other pupils.

- **Disclosure of drug use (own / parent/ carer/ or concern for the pupils drug use expressed by the parent / carer)**

(In addition to the above advice)

Offer further advice/information if appropriate. (See appendix of contacts) Notify the Child Protection Liaison Officer.

- **Illegitimate sale / supply of drugs (legal or illegal) in the school vicinity**

(In addition to the above advice)

If illegal inform the police. Inform other staff, LEA and parents / carers if appropriate.

#### **Confidentiality:**

All members of staff are obliged to ensure that they are familiar with procedures set out in the Department's Child Protection circular 10/95 – 'Protecting Children from Abuse: The Role of the Education Service'. In addition all members of staff should be aware of the schools confidentiality policy. These policies are regularly re-visited each Spring Term when the SRE or Drug Education units of work are covered and with all new members of staff as part of the induction process.

#### **Linked policies:**

Anti bullying, Behaviour Policy, Child Protection, Safeguarding Children, Confidentiality, ICT.

#### **Dissemination of the policy:**

Following review the policy will be disseminated through staff training. The policy will be stored on the school network for teachers to access and the school website for parents to access. In addition the policy will be shared and form part of the staff training for PACE in the Spring Term and part of the induction process for all new members of staff on entry to the school.