



Maendy Primary School

PSE Policy

**(The statutory Policy for Sex and Relationships is
incorporated within)**

Signed:

Date:

Personal & Social Education Policy

Introduction:

In compiling this policy, consideration has been given to the Framework for Children's Learning for 3 to 7-year-olds in Wales (WG Revised 2015) and the Personal and Social Education Framework for 7 to 19-year-olds in Wales (WAG 2008). Maendy Primary firmly believes in the benefit of a policy that pervades the whole atmosphere of the school and all staff work rigorously in an effort to ensure that this is constantly maintained. Therefore, PSE is central to the educational entitlement of all pupils, and as a cross-curricular dimension permeates all aspects of school life.

Aims of our Policy:

- To develop pupils' self esteem and personal responsibility, safety including e Safety (see Policy).
- To promote self-respect, respect for others and celebrate diversity.
- To prepare pupils for the challenges, choices and responsibilities of work and adult life.
- To prepare learners for the choices and opportunities of lifelong learning.
- To empower pupils to participate in their schools and communities as active citizens locally, nationally and globally.
- To equip learners to live safe, healthy lives.
- To foster and encourage positive attitudes and behaviour towards the principles of sustainable development and global citizenship.

The way in which the curriculum is managed, its organisation and the varying teaching styles used are central to the school's philosophy and ethos. Its aims, attitudes and values all contribute to the personal, social and healthy development of pupils. School endeavours to provide rich learning opportunities to enhance and develop pupils skills and attributes under the 5 main PSE themes: *Active citizenship* • *Health and emotional well-being* • *Moral and spiritual development* • *Preparing for lifelong learning* • *Sustainable development and global citizenship*.

Through a variety of learning experiences the school helps each pupil to:

- Think and act for themselves
- Acquire personal qualities and values
- Take their place in a range of roles in preparation for adult life
- Develop confidence and independence
- Value and respect themselves and value others
- Know themselves better and think well of themselves
- Develop social skills
- Value and respect belongings, living things, and the environment
- Be able to share and co-operate

The PSE provision is also reflected in other school policies that deal with related issues and should be read in conjunction with this policy statement. These include the school's policies on:

- Behaviour Management
- Anti-Bullying
- Child Protection
- Equality Policy
- Staff Handbook
- Attendance Policy
- Curriculum Policies and Frameworks in particular - Science, P.E., R.E., Geography, Curriculum Cymraeg.

PSE and the Curriculum

In planning the curriculum, teachers provide:

- A clear and consistent framework of values within which to work, supported and agreed by all.
- Supportive relationships between teacher and pupils, pupils and other pupils.
- A classroom climate that encourages all pupils to explore and encourages a high level of interest.
- Opportunities for development outside the classroom situation through responsibilities, extra curricular activities and educational visits.

All staff encourage positive approaches to discipline and behaviour. School policies set clear guidelines for pupils, parents and staff. Opportunities are provided for personal, social and health development through a variety of strategies and use of resources:

- Social and emotional aspects of learning curriculum (SEAL)
- Designated curricular time
- Designated SEAL and themed assemblies
- Workshops/Lessons from The All Wales School Liaison Core Programme delivered by Community Police Officer or in their absence, school staff
- Established but flexible Nurture Provision
- Some experiences to develop PSE are inevitably be incidental

In *Preparing for Lifelong Learning*, pupils actively undertake regular evaluations of their own and others performance/work. In all classes, pupils take part in opportunities for self and peer assessments on a daily basis e.g. using 2 stars and a wish. Pupils take ownership of their own targets and respond to challenges/next steps from their teachers.

Pupils are given opportunities to enhance their *Moral and Spiritual development* through daily worship/reflections in assemblies. Reverend Dowy and Canon Thomas also visit the school regularly to impart moral and spiritual guidance through stories/songs/assemblies. As a school, visits are made to the Holy Trinity Church to partake in celebrations such as Harvest/Christmas. Within the curriculum, pupils are given opportunities to explore and compare the religious beliefs, teaching and practices from other cultures.

There are embedded procedures, routines and interventions in place to develop pupils *Health and Emotional Well-being*. Maendy is a healthy eating school and adhere to policies and guidelines with regards to eating and drinking. There are extensive after school club provision to ensure that nearly all pupils have access to. Whole school Nurture provision supports individuals who may be struggling with behaviour and social issues.

School has developed an environment where pupils are encouraged to be *Active Citizens*. This is developed through pupil voice at the start of topics and also through the variety of pupil representatives that have been allocated for different aspects within the school i.e. Student and Eco council, RRS ambassadors, Sports Leaders, Digital Leaders etc. Pupils are given opportunities to develop knowledge of or participate in promoting *Sustainable Development and Global Citizenship*. Maendy is dedicated to raising monies for charities and also supporting local initiatives and schemes. For example, at Harvest, money is raised to give to Streepur Orphanage and the Eco committee regularly take donations to the Food bank at a local church. Topics within the curriculum also support this strand.

See Appendix 7 for PSE Curriculum Overview

Through general routines, in and out of the classroom and the way in which individuals relate to each other, pupils are encouraged to develop their own positive attitudes and values. By building positive working relationships between pupils and staff, all members of the school community are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves.

Opportunities are provided for parents, the community and outside agencies to contribute to personal, social and health development through their active involvement in the life and philosophy of the school.

Skills across the Curriculum

- Developing thinking
- Developing literacy skills
- Developing numeracy skills

- Developing ICT skills

Assessment of Pupils' Well-being

Pupils' wellbeing is measured initially using PASS (Pupils' Attitudes to Self and School) Perception Surveys annually during the Summer Term. This leads to the identification of pupils to be assessed by staff using the Boxall Profile. There is flexible Nurture provision to ensure that the individual needs of pupils are met. A bespoke Well-being Score supports the assessment of the impact of intervention programmes. (See Appendix 1).

Pupils with Additional Learning Needs

The SEN Code of Practice is strictly adhered to and some pupils have Individual Educational Programmes (IEPs) which identify 'SMART' targets. All needs are catered for including those who require support emotional or behavioural support.

More Able and Talented Pupils

A percentage of pupils at school are considered to be more able and/or talented. In accord with NACE guidelines, 'more able and talented' refers to a pupil whose performance exceeds that of his/her peers in relation to national expectations and their age group in school by 1 National Curriculum Level but who does not necessarily perform at a high level across all areas of learning. 'Most able pupils' are those whose performance exceeds that of their peers by 2 National Curriculum Levels. The school provides a range of learning opportunities for identified pupils to apply their skills in meaningful situations. The progress of all pupils is closely tracked.

School Council

The school council plays an important role in the development of ideas and decision making in the school, particularly with regards to Personal and Social Education. It is their role to gather the viewpoints of their peers about various topics and feedback to Student Council meetings.

Health and Safety

The school's Health and Safety Policy states that the Headteacher and classroom teachers are responsible for Health and Safety issues related to teaching areas (see Policy).

We consider the following strands to be core areas of the PSE curriculum, provision and ethos;

1. Food and Fitness
2. Sex and Relationship Education
3. Substance Misuse Education

1. Food and Fitness

Introduction

This strand of PSE links the positive effects that diet and physical activity can bring to children's physical, mental and emotional well being. A poor diet and lack of physical activity are major contributing factors to increasing levels of childhood obesity and associated health problems. In response to these concerns, the Welsh Government (WG) has created *The Healthy Eating in Schools Nutritional Standards and Requirements Wales Regulations 2013* This action plan sets out to improve the nutritional standards of food and drink provided in schools in Wales, whilst '*Creating an active Wales*', the WG Strategy for Sport and Active Recreation outlines ways to increase physical activity levels.

A report from the Chief Medical Officers '*Start Active, Stay Active*' states that all children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

The school is committed to encouraging pupils to lead active and healthy lifestyles, with the belief that healthy pupils will take full advantage of the educational opportunities school provides. The partnership of home and school is critical in shaping children and young people, and their future health.

We encourage a whole school community approach to food and fitness. The head teacher, staff and governing body (GB) ensure that food provided in the school and advice given to pupils promotes a healthy and active lifestyle. Additionally, non-food rewards, chosen through pupil voice, such as praise, stickers, raffle tickets and extra play are fully embedded. This includes the use of cards and privileges to celebrate birthdays instead of cake. High quality PE lessons and health related exercise and work in partnership with Healthy Schools, Sport Wales and other Community Sports organisations are provided; branded food and drink products are not advertised on school premises, school equipment or books, to ensure that collaboration with business does not require endorsement of brands or specific company products high in fat, sugar or salt.

Aims

- To improve the health of the whole school community by equipping pupils with knowledge and skills to establish and maintain life-long active life-styles and healthy eating habits.
- To ensure food and nutrition and physical activity become integral to the overall value system of the school and a common thread of best practice runs through the curriculum, the school environment and links with the wider community.
- To develop a whole school policy, which reflects a shared vision, identifies systems for coherence in planning, encourages consistency in the delivery of services, curriculum messages and the supporting environment.
- To ensure pupils, teachers, parents, governors and all members of the wider school community contribute to the aims and objectives of this policy.

Objectives:

- To promote pupil participation and decision making in all aspects of food and fitness activities.
- To ensure that activities related to food and fitness provided for pupils throughout the day are consistent with curriculum guidance and Welsh Government regulations.
- To work in partnership with School Meal Providers to ensure that consistent messages about nutritional standards and healthy lifestyles are given to pupils.
- To offer a broad range of safe, stimulating indoor and outdoor sports, play and recreational activities.

Physical Activity within the Curriculum

- 2 hours of timetabled, quality physical activity per week for every pupil.
- Opportunities for cross curricular links are explored and developed: Science, PSE - Highlighting the health benefits of regular exercise.
- Opportunities of developing outdoor and adventurous education with a physical component are actively promoted.

Extra-Curricular Physical Activity / Active Play

- There is a wide range of after school clubs appropriate to pupils across the school.
- The school utilises the use of programmes and guidance from Sport Wales.
- Lunchtime supervisors are trained to encourage physical activity during lunch times.
- Steps are taken to actively encourage physical activity during lunch/break-times. Specific equipment is made available to pupils to stimulate physical activity.
- The playground is 'zoned' into different activity areas to encourage all pupils to participate in activity during break and lunchtimes.

Outdoor Education

- As part of the curriculum, pupils are encouraged to participate in growing fruit and vegetables in the school grounds.
- Environmental and sustainable initiatives such as Eco Schools and Forest Schools.

School Meals

- All school meals comply with 'The Healthy Eating in Schools Nutritional Standards and Requirements Wales Regulations' 2013.
- School menus are clearly displayed around the school and canteen.
- School has developed welcoming aspects of the dining room environment including displays of food, promoting healthy eating, availability of free water, appropriate queuing arrangements.
- Healthy options are promoted which gives pupils the opportunity to try new foods.
- Consistent messages in relation to the consumption of healthy food and drink are delivered on school trips and during out of hours learning.

Free School Meals

- This school considers free school meals as an important part of the social inclusion/child poverty agenda.
- The uptake of free school meals is considered a key indicator for school performance.

School Travel Plan

- Staff, pupils and parents are actively encouraged to walk to school.
- School has cycle racks available for children and staff to use.
- Cycle skills training are available for children in Year 6.
- Kerb Craft is taught to Foundation Phase pupils.

Healthy Lunchboxes

- Children are educated on the content of a healthy packed lunch and encouraged to bring a healthy packed lunch to school.
- The Eco committee have created a reward system and monitor children's lunch boxes. Children with healthy lunch boxes are given a yellow card and rewarded with a raffle ticket.
- Parents are advised that there are no refrigeration facilities to store lunch boxes and that ice packs are recommended during hot weather.

Healthy Breakfast Club

- The school has a Welsh Government Free breakfast club running in the school providing nutritionally balanced food.

Fruit Tuck Shop

- The school has a daily Fruit Tuck Shop, which pupils help to run selling only fresh fruit, vegetables, milk and plain water.
- The School Council/Eco-committee are consulted in decisions to support the Fruit Tuck Shop.

School Milk

- Free milk is offered to all Foundation Phase pupils daily.
- Refrigerators are cleaned daily and temperatures are recorded for safety.

Hygiene

- All pupils and staff are expected and encouraged to maintain good standards of hygiene in line with recommendations in *Teach Germs a Lesson! Infection Control Guidance for Primary and Secondary Schools*
- All pupils are encouraged or supported to wash their hands immediately before eating or handling food. Additional hand sanitiser is near to pay till as an additional precautionary method.
- All toilets have clear signage to give opportunity for pupils to follow process expected.

Drinking Water

- Children have access to fresh, clean water at school throughout the school day.
- The school provides water free of charge for pupils and staff. It is required that water bottles are clearly named and taken home daily for washing.

Oral Health

- The school actively promotes oral health messages for example, healthy snacks, fruit, milk and water at break times.
- The school participates in the Design to Smile Programme, and the Community Dental Service has an active involvement with the school to promote oral health.
- The school provides/distributes free toothpaste and tooth brushing packs for children.

Breast Feeding

- Breast feeding is encouraged through the curriculum and the topic All About Me and/or Farm visits.
- Information is available to parents in the school foyer.
- There is a designated room located in FP building (SNRB Office) for Mums to breastfeed

2. Sex and Relationships Education (SRE)

Introduction

SRE is about understanding the importance of stable and loving personal relationships, respect, care, and the building of successful relationships with friendship groups and the wider community. Where SRE is given, pupils should be taught about the nature and significance of marriage and its importance for family life and bringing up of children. Nevertheless, the Welsh Government recognises that there are strong and mutually supportive relationships outside of marriage. We live in a diverse society and pupils come from a variety of family backgrounds. Teachers should take care to approach all pupils with sensitivity and respect and ensure that there is no stigmatisation of pupils based on their home circumstances".

(Sex and Relationships Education in Schools, Circular 019/2010, WAG 2010)

Through SRE pupils are informed about sexual issues but in the context of morality and individual responsibility. This allows them to ask and explore moral questions. Under no circumstance dis sex education as a means of promoting any form of sexual activity or orientation.

School works with parents, carers and governors to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about Sex Education and Relationship Education. The School Council offer their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. There is a clear commitment within the school community to promote equality. (Please see Strategic Equality Plan.)

Aims

- To offer all pupils a planned programme of education about human development, relationships, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To develop positive attitudes and values that influence the way they behave.
- To develop the skills to make responsible, well informed decisions about sexual health and well-being.
- To gain respect for themselves and others.
- To build successful relationships.
- To appreciate the importance of stable and loving relationships.

Maendy School aims to develop age appropriate SRE in the context of a broad and balanced curriculum that is integral to the seven areas of learning of the Foundation Phase and/or PSE framework for 7- 19 year olds. The school aims to achieve the following outcomes for all pupils.

At the end of the Foundation Phase pupils should be able to:

- value themselves;
- recognise and communicate their feelings;
- form friendships and relationships;
- name the parts of the body in order to distinguish between male and female;

- understand the difference between appropriate and inappropriate touch.

At the end of Key Stage 2 pupils should understand:

- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth;
- the range of their own and others' feelings and emotions;
- the importance of personal safety and what to do or to whom to go when feeling unsafe;
- name the parts of the body in order to distinguish between male and female
- understand the difference between appropriate and inappropriate touch.

Teaching and Learning

- SRE is led by the school's designated PSE Lead.
- Class teachers in mixed gender groups wherever possible, plan and deliver the programme.
- SRE teaching is identified in the PSE Curriculum Overview. Sex education is also taught through other subject areas eg PSD, KUW, science and PE. This contributes significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.
- Teaching staff use a variety of teaching methods and resources to deliver SRE including the Senses CDROM, Growing Up resource and the SEAL programme. Its delivery is flexible through PSE, planned aspects of science, class discussions, circle time, assemblies and the occasional visit from the school nurse.
- A letter is sent to parents setting out how SRE will be taught with older Key Stage 2 pupils and parents are invited to ask questions regarding their child's sex education at school.
- The SRE programme and the strategies for learning can be adapted to meet individual learning needs. Some pupils will require extra support in small groups or one to one sessions.

Teaching Sensitive Issues

- Some aspects of the SRE programme is sensitive to pupils and adults and it is aimed to lessen any concerns through a well planned programme; with access to balanced factual information.
- Each class establishes clear ground rules to create a balance between pupils feeling respected and safe, and protecting individual privacy.
- The personal beliefs and attitudes of teachers does not influence the teaching of SRE and both pupils and teachers avoid sharing personal information.
- Distancing techniques also help pupils to discuss sensitive issues and develop their decision-making skills in a 'safe' environment.
- All teachers are consistent with terminology; penis and testicles for males, and breasts and vagina for females.

Working with parents/carers and the wider community

Work is undertaken with parents/carers to build positive and supporting relationships in the relation to the teaching of SRE. To promote this:

- Parents/carers are informed about contents of the SRE policy, curriculum planning and resources via school newsletters, school prospectus.
- Parents/carers are consulted about the content and reviewing process of the policy and resources used.
- Any issues that parents may have in relation to this policy or the delivery of SRE are taken into account.

NB: Parents/carers have the right to withdraw their children from all or part of the SRE programme. However, there is no right of withdrawal from any National Curriculum (science) provision. Parents/carers are encouraged to discuss any worries or concerns that they may have, and they are encouraged to share these with the PSE Lead. All requests to withdraw children must be made in writing to the Chair of Governors at the school.

Safeguarding and Confidentiality

- Teaching staff respect a pupil's confidence, unless the pupil is considered to be at risk. The school's Safeguarding Policy will always be followed if there are child protection concerns.
- Where confidentiality has to be breached, reasons will be given. Teachers cannot promise a child that they will 'keep a secret'.

Monitoring and evaluation

The Foundation Phase/SRE/PSE curriculum is monitored and evaluated termly. Scrutiny of planning, work samples and lesson observations clarify needs such as resources, staff training, and the delivery of SRE through age-appropriate learning strategies. The PSE Lead monitors and evaluates the effectiveness of opportunities of the provision, and identifies staff training needs and organises dissemination of best practice. The effectiveness of this policy will be reviewed every two years, when the learning outcomes achieved can be properly evaluated.

3. Substance Misuse Education

Introduction

This section of the policy seeks to state in more detail our position on the use and misuse of drugs, and the procedures adopted for dealing with drug related incidents.

School defines the term 'Drugs' to mean any substance which changes the way a body works. The range of substances covered in this policy include: tobacco, alcohol, over the counter medicines, prescription only medicines such as anabolic steroids and benzodiazepines, volatile substances as well as legal and illegal substances.

School takes the issue of substance misuse (legal and illegal) seriously and seeks to give quality education on substance misuse to all pupils. The aim is to empower pupils to make responsible, well informed decisions about substances and, whenever possible, to resist temptations to use. This includes smoking cigarettes and drinking alcohol.

School seeks to provide accurate, unbiased information about substances to its pupils, taught through a life skills approach as an essential component of a broader PSE programme, Foundation Phase and National Curriculum Science. Pupils are taught drug education as part of the Science National Curriculum. This states that pupils should be taught;

- At Foundation Phase (5-7 year olds) about the role of drugs and medicines.
- At Key Stage Two (7-11 year olds) that tobacco, alcohol and other drugs can have harmful effects.

The aims are also fulfilled through aspects of the pupils' experiences in the taught curriculum, the informal curriculum and opportunities for extra-curricular activities. Maendy Primary actively co-operates with other agencies such as Police, Social Services, LA and Health and Drug agencies to deliver its commitment to Drugs Education. The prevention of drug and alcohol misuse is seen as a whole school issue and governors, pupils and all staff have a part to play.

The substance misuse programme is tailored to meet the needs of vulnerable children and young people e.g. looked after children or pupils who have started to misuse substances. Teachers may decide that they will have to develop an individual learning plan in order to meet the needs of vulnerable children and young people. In addition to this, the school seeks to support any pupil who has substance related problems through its caring pastoral system and good working relationships with outside agencies.

Aims

- To enable pupils to make healthy informed choices by increasing knowledge and awareness of drugs and alcohol in society, challenging attitudes and developing and practicing skills, in an effort to make the less accessible and less attractive, especially for young people.

- To increase understanding about the implications and possible consequences of use and misuse.
- To enable young people to identify sources of appropriate personal support.
- To encourage and support preventative action in a number of sectors and settings harnessing the energies of committed individuals and agencies, enabling local community groups to get involved, providing general guidance and specific direction to different organisations and specialist groups, policy development and environmental measures.

Objectives

The school's Substance Misuse programme includes:

- Factually correct and up to date information
- Exposures to situations which will enhance self-reliance, decision making and social skills
- Liaison with parents to actively seek that support and co-operation to help deliver the curriculum content
- Planned and integrates contributions from visitors and outside speakers and agencies, which complement the school's approach and values
- Consultation with training of governors
- Programme evaluation, to gauge what has been learned and to establish how future work may become more effective. Pupils are given opportunities to record and reflect themselves on the outcomes of their learning.

Roles and Responsibilities

Governors:

- support the head teacher in the implementation and delivery of this policy and SME programme;
- ensure that the policy and SME programme meets WG Guidance;
- ensure that there is a robust system in place to manage substance misuse related incidents;
- ensure that staff are aware of the policy and procedures
- ensure that the policy and SME program is effectively monitored and evaluated.

The Headteacher and PSE Lead

- promotes the policy amongst the whole school community;
- ensures staff are aware of how to deal with incidents;
- keep accurate records of incidents;
- deal with media requests for information following guidance;
- monitor and evaluate the effectiveness of this policy and the SME programme.

Teaching and non-teaching staff:

- follow the agreed procedures for dealing with incidents;
- support any vulnerable child or young person appropriately and
- deliver effective substance misuse education as agreed in this policy.

Parents /carers are asked to:

- support this substance misuse education and incident policy and
- contact the school immediately if they are concerned that their child is involved in substance use or misuse.

Learners are asked to:

- support this substance misuse education and incident policy;
- contribute to the review of the policy and SME programme;
- inform a member of staff if there are concerned about their own substance misuse or the use by a fellow pupil

Smoking on site

Smoking, including e-cigarettes, is prohibited for all pupils, staff and visitors on site. Signage is clearly displayed in school foyer and other significant appropriate areas around the school.

Alcohol on site

Consumption of alcohol on site is prohibited for all visitors, staff and pupils. Anyone found drinking alcohol or under the influence of alcohol will be dealt with using the Response Procedure flow chart in appendix 2.

Visitors

It is important that the school works in partnership with external agencies to enhance the learning experiences of pupils as part of a planned programme. Visitors enrich the SME provision but their contribution is part of the school's led, well-planned, coordinated programme and does not replace the school's programme of substance misuse education.

Management of Substance Related Issues

What is a Substance Misuse Related Incident?

Types of incidents may include;

- Litter related to substance misuse around the premises e.g. Cans, syringes etc
- Suspicions and allegations about an individual's activities
- Disclosure about substance misuse on the premises, on school visits or when taking part in extra-curricular activities
- Children/adults clearly displaying signs of substance misuse
- Possession/use/selling/dealing of substances while children and or adults are the responsibility of the school

Action to be taken

All incidents of substance misuse should be treated seriously and should be reported to the Headteacher or in her absence, the Deputy Headteacher or a designated Child Protection Officer. The flow chart on Appendix 2 provides a guide to the management of a substance misuse incident and indicates the appropriate course of action to be followed.

Recording Incidents

A form for recording incidents is included in Appendix 3 of this policy. After completion, the original should be retained in the school, and the incident reported to the Governing Body via the Headteacher's Report to Governors.

Response Procedure

It is essential to maintain a calm, supportive and non-judgemental approach when dealing with a drug related incident. The absolute priority should always be the health and safety of pupils. If there is the slightest doubt regarding the pupil's health, medical assistance must be immediately obtained. Incidents can be classified according to speed of action required. Some incidents require immediate action; others require time for assessment of information, seeking advice and the involvement of other agencies.

The chart on Appendix 2 gives guidance on choosing the correct procedural response with Appendix 4 providing some example scenario/actions. Appendix 5 details a list of recommended National Support Agencies UK that may be of use when responding to incidents/providing support.

Procedures for Dealing with Incidents Involving Adults:

When responding to situations involving adults, safety is the priority. Some situations require action in collaboration with other agencies to ensure the safety and protection of any child or young person. Other incidents will require observation, data collection and discussion before proceeding.

Procedure for Dealing with Incidents Involving Staff:

Substance misuse involving staff should be covered by the Local Authority's Employment & Disciplinary Policy. The Alcohol and Substance Use Policy for employees prohibits the consumption of alcohol or substance use during work. Safeguarding children in the care of the school is of a greater urgency than staff disciplinary procedures.

Disposal of Sharp and Other Hazardous Materials

Extreme care should be taken when discovering any substance suspected of being an illegal substance, drug and in particular any materials used in illicit drug use such as needles and syringes. Needles and syringes should not be

handled even with protective gloves and clothing. The caretaker checks the premises and grounds each morning for any drug related debris. Should anything suspect be found, the following procedures should be followed. See Appendix 6

Child Protection

Any drug related concerns need to be reported to the nominated Child Protection Officer as shown in the Child Protection Policy.

Confidentiality

As part of our 'duty of care' any drug related incident will be reported to the appropriate authority and in particular, parents. It is important that pupils feel confident when talking in confidence to staff members about a substance related incident. However, they need to be aware of the schools responsibility to contact parents and other agencies if necessary. By following the guidance and procedures set out in this policy, the school is confident that the pupils in its care will be well educated about substance misuse and well protected against its harmful effects.

Following up an Incident Involving Substance Misuse: Involvement of Police

The Misuse of Drugs Act 1971, states that it is an offence:

".....for the occupier or someone concerned in the management of premises knowingly to permit or suffer the smoking, supplying, attempting to supply or offering to supply, of controlled drugs to take place on those premises".

It is important that our school / organisation upholds the law, and co-operates with the police when necessary. The school / organisation will refer to the [SchoolCrimeBeatProtocol](#) for further information and guidance.

The School Police Liaison Officer is available for further support and advice and this school promotes and supports that relationship. Any queries or concerns which are felt to be immediate ARE DEALT WITH by any police officer and are not kept until the school liaison officer is in a position to call or contact the school. In the case of an emergency the school will ring 999.

Implementation, Monitoring and Evaluation of PSE Policy:

- The PSE co-ordinator monitors the delivery of the PSE curriculum termly at staff meetings to ensure that all strands are delivered either by class teachers or external providers. Aspects of PSE are also discussed and agreed in staff meetings and training needs are met through INSET provision and in-house training days. The co-ordinator also audits planning and samples of work to ensure a high standard of provision.
- The Governing Body has appointed a member of staff to be responsible for Personal, Social and Health Education (including responsibility of Food and Fitness, Substance Misuse Education and Sex and Relationship Education) and have delegated powers and responsibilities to the Head teacher to ensure all school personnel and stakeholders are aware of, and comply with this policy.
- The Senior Leadership Team (SLT) ensures adequate training and resources for the delivery of the aims and objectives for all school personnel to ensure they are up to date with new information and guide lines concerning equal opportunities.
- The SLT and GB monitor progress at regular intervals ensuring this policy and all policies are maintained and updated regularly; updates on school food and fitness actions will be included in the Annual Report to Parents and newsletters and this policy is available to parents.
- The School Council is involved in the development, approval, implementation and review of this policy where appropriate.
- The SLT and GB have a duty to inform parents of this policy, particularly with regards to the aspect of SRE. Parents should acknowledge that they have a primary role in their child's Sex Education and Relationship Education programme. Parents should be aware of their right of withdrawing their child from all or part of the school's Sex Education and Relationship Education programme if they so wish.

- The GB is responsible for ensuring that the school complies with all equalities legislation.
- A designated Equalities governor is nominated to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- Procedures are in place to ensure the effective implementation, monitoring and evaluation of this policy

Equal Opportunities

- The School Equality Policy and Plan is revised annually and approved by the governing body.
- Under the Equality Act 2010, school meets its duty and do not discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.
- This policy has been equality impact assessed and school believes it to be in line with the Equality Act 2010, as it is fair, and does not prioritise or disadvantage any pupil and it helps to promote equality at this school. The Programme of Study for each Key Stage is taught in ways appropriate to their abilities. The 7 areas of Learning in the Foundation Phase are also delivered in the same manner; Personal and Social Development being a core subject.

APPENDICES

Appendix 1: Wellbeing scoring system

Appendix 2: Substance Misuse Education - Response Procedure

Appendix 3: Substance Misuse Education - Form for Recording a Substance Related Incident

Appendix 4: Examples of Substance Misuse Related Incidents

Appendix 5: Substance Misuse Education - List of National Support Agencies UK

Appendix 6: Substance Misuse Education - Disposal of Sharp and Other Hazardous Materials

Appendix7: Whole school PSE Curriculum Overview

Appendix 1
Maendy Primary School



Wellbeing Scores

<i>PASS</i> (R-0 Y1&2- 8)	<i>Att</i> (3)	<i>ALN</i> (3)	<i>Sp</i> <i>St</i> (4)	<i>Boxall</i> (5)	<i>Teacher</i> <i>Assess</i> (6)	<i>OSHL</i> (2)	<i>Beh</i> <i>Cat</i> (3)	<i>FSM</i> (1)	<i>Max Totals</i> <i>R 27</i> <i>Y1&2 35</i>
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<i>PASS</i> (Y3-8 Yr 4, 5, 6- 18)	<i>Att</i> (3)	<i>ALN</i> (3)	<i>Sp</i> <i>St</i> (4)	<i>Boxall</i> (5)	<i>Teacher</i> <i>Assess</i> (6)	<i>OSHL</i> (2)	<i>Nat</i> <i>Tests</i> (3)	<i>Beh</i> <i>Cat</i> (3)	<i>FSM</i> (1)	<i>Max Totals</i> <i>Yr 3 - 38</i> <i>Yr 4, 5, 6 -</i> <i>48</i>
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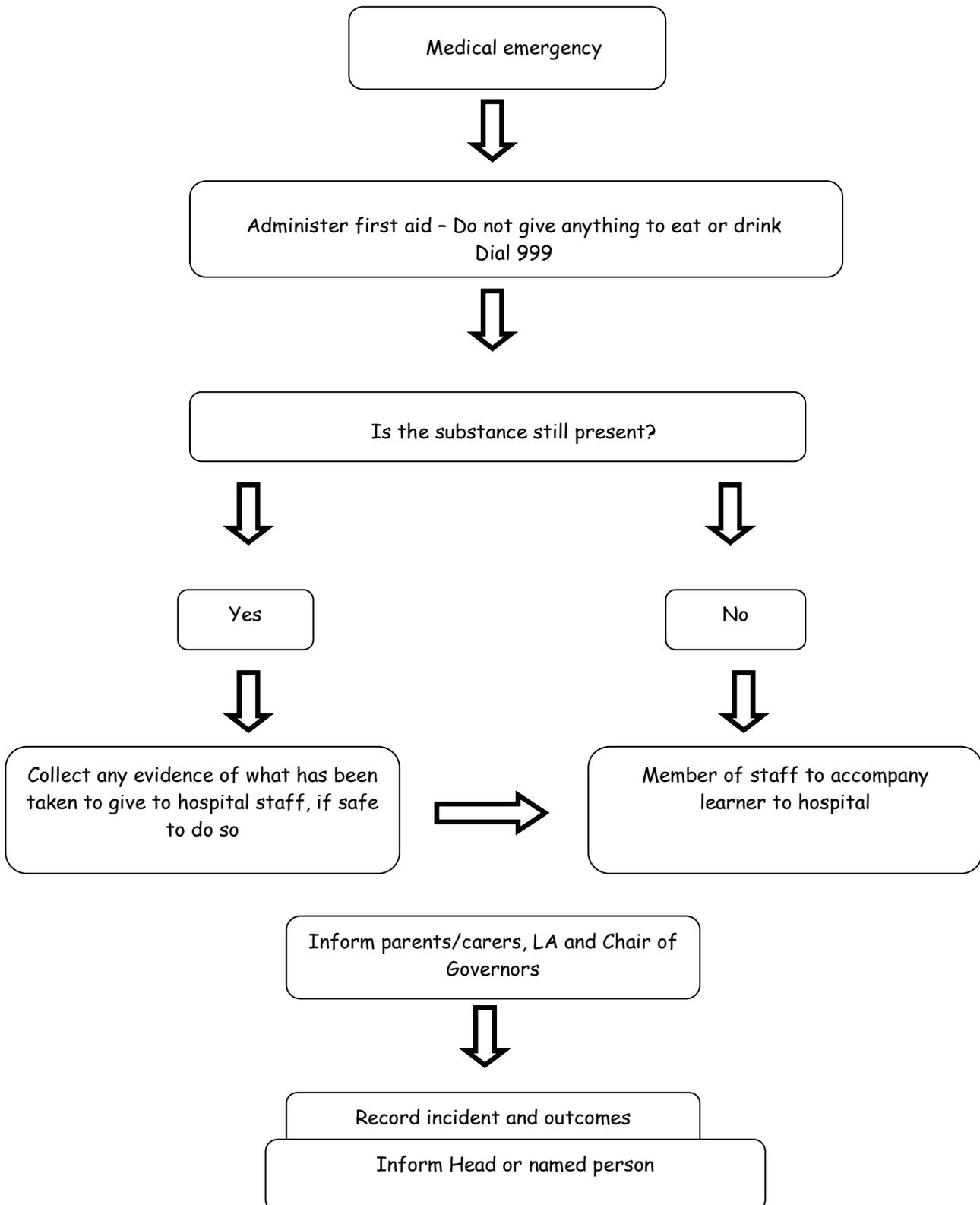
1. PASS Scores every Red = 2, every Amber = 1
2. Attendance: 95+% = 0, 90-94% = 1, <90% = 2, <80% = 3
3. ALN: SA = 1, SA+ = 2, Statement = 3
4. Special Status: LAC = 2, Sp. Guard = 1, CP = 2, CIN = 1, EAL = 1, EM = 1, Other = 1
5. Boxall Profile: Development Strands: 15-136 average = 0, 100 - 114 = 1, <99 = 2
Diagnostic Profile: 9-0 average = 0, 10-25 = 1, 26 -50 = 2, >50 = 3
6. Teacher assessments: Average & Av+ = 0, BA = 1(up to 1 year), SEN = 2(1 year+) - separate score for 3 core subjects
7. OSHL: Yes at school & home = 0, Yes to 1 at school or home = 1, No OSHL = 2
8. National Test scores: <85 = 1 for Reading, 1 for Procedural, 1 for Reasoning
9. FSM: FSM = 1, non FSM = 0
10. Behaviour Category: Cat A and B = 0, Cat C= 1, Cat D = 2, Cat E = 3, V (Vulnerable) = 1

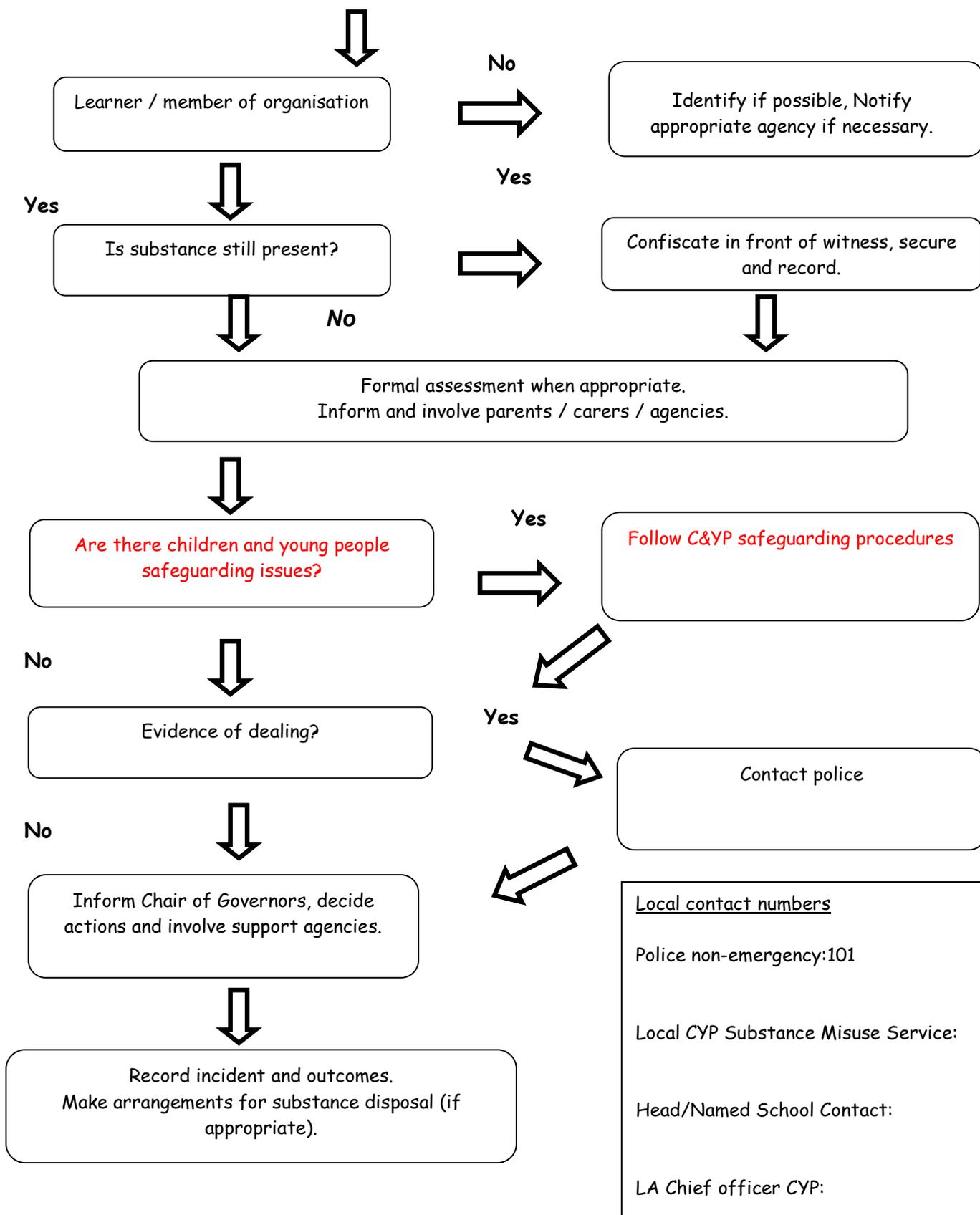
Appendix 2



A response procedure: medical emergencies

This procedure covers both legal substances and illegal substances. If someone has lost consciousness or gone into a coma after using substances, first aid must take precedence over any other actions. Acute intoxication, unconsciousness and semi-unconsciousness should all be regarded as medical emergencies. If in doubt, always treat as a medical emergency.





Learner / member of organisation

No
Yes

Identify if possible, Notify appropriate agency if necessary.

Yes

Is substance still present?

Yes

Confiscate in front of witness, secure and record.

No

Formal assessment when appropriate. Inform and involve parents / carers / agencies.

Are there children and young people safeguarding issues?

Yes

Follow C&YP safeguarding procedures

No

Evidence of dealing?

Yes

Contact police

No

Inform Chair of Governors, decide actions and involve support agencies.

Record incident and outcomes. Make arrangements for substance disposal (if appropriate).



Appendix 3

Substance Misuse Incident Recording Form Template

<i>School / organisation name:</i>		<i>Date of incident:</i>	<i>Date and time reported:</i>	
<i>Person(s) involved:</i>		<i>Other(s) involved:</i>	<i>Reported by:</i>	
<i>Description of incident:</i>		<i>Contact details:</i>		
<i>Category of incident</i>	<i>Action taken</i>	<i>By whom</i>	<i>Who contacted</i>	
Categories: 1. Drug-related litter 2. Possession 3. Supply 4. Under the influence 5. Non learner/member 6. Suspicion / allegation				
<i>Name / description of substance:</i>	<i>Amount / size:</i>	<i>Removed by:</i>	<i>Where retained:</i>	
<i>Name:</i>		<i>Witnessed by:</i>		
<i>Signed:</i>		<i>Signed:</i>		
<i>Date:</i>		<i>Date:</i>		

Contacts and referrals made (where appropriate)

Contacts	Contact name and number	Contact made by	Time and date contact made	Enquiry/Referral (Appointment time)
Parents/Carers				
Police				
Ambulance				
Other health professional				
Social services duty team				
Environmental health				
Education department				
Drug support agency				
Other:				
Parents/Carers				
Police				

Outcome:(Attach information on meetings / action plans where appropriate)

<i>Name:</i>	<i>Witnessed by:</i>
<i>Signed:</i>	<i>Signed:</i>
<i>Date:</i>	<i>Date:</i>

(Welsh Government Circular 107/2013)

Appendix 4

Examples of Substance Misuse Related Incidents



Immediate action is needed when there is a clear risk to safety. For example:

- An adult collecting a child or young person appears to be under the influence of drink or substances.
Action: Apply locally agreed safeguarding procedures, involve the Police if the adult is aggressive.
- A child/young person/adult appears ill or unsafe as a result of substance misuse.
Action: Obtain medical advice, note the relevant facts and inform parents/carers.
- Substances are being supplied on or near the premises.
Action: Contact police / neighbourhood policing team.
- The premises have potentially hazardous substance misuse related litter (needles, syringes).
Action: Arrange the safe removal of litter, according to Health & Safety Policy.
- There is ready access to controlled drugs.
Action: Contact police / neighbourhood policing team.
- A child/young person discloses that they are misusing substances or their parent or other family members are misusing substances.
Action: Contact social services or specialist substance misuse service for advice on how to respond.

Less immediate action e.g.; observation, interview, consultation with other agencies (including the School Police Liaison Officer), continued monitoring maybe appropriate when there are...

- Generalised allegations or concerns about a particular child/young person or family.
- Refuted/inconsistent disclosures:
- Concerns but no evidence of substance misuse or related harmful or criminal conduct (such as supply of drugs or other harmful substances).
- Concerns but no evidence of immediate risk to safety.

Actions requiring referral to other organisations include:

- Investigation of criminal activity, including searching persons or personal property. School Crime Beat Protocol provide guidance for taking action in line with police policy.
- Apart from immediate first aid, any health or medical emergency which should be attended by medical personnel.
- Assessment and providing support and services to vulnerable or troubled children and families are matters for social services.
- Counselling and drug treatment programmes should be delivered by trained health professionals.

Appendix 5



**Substance Misuse Education
National Support Agencies UK**

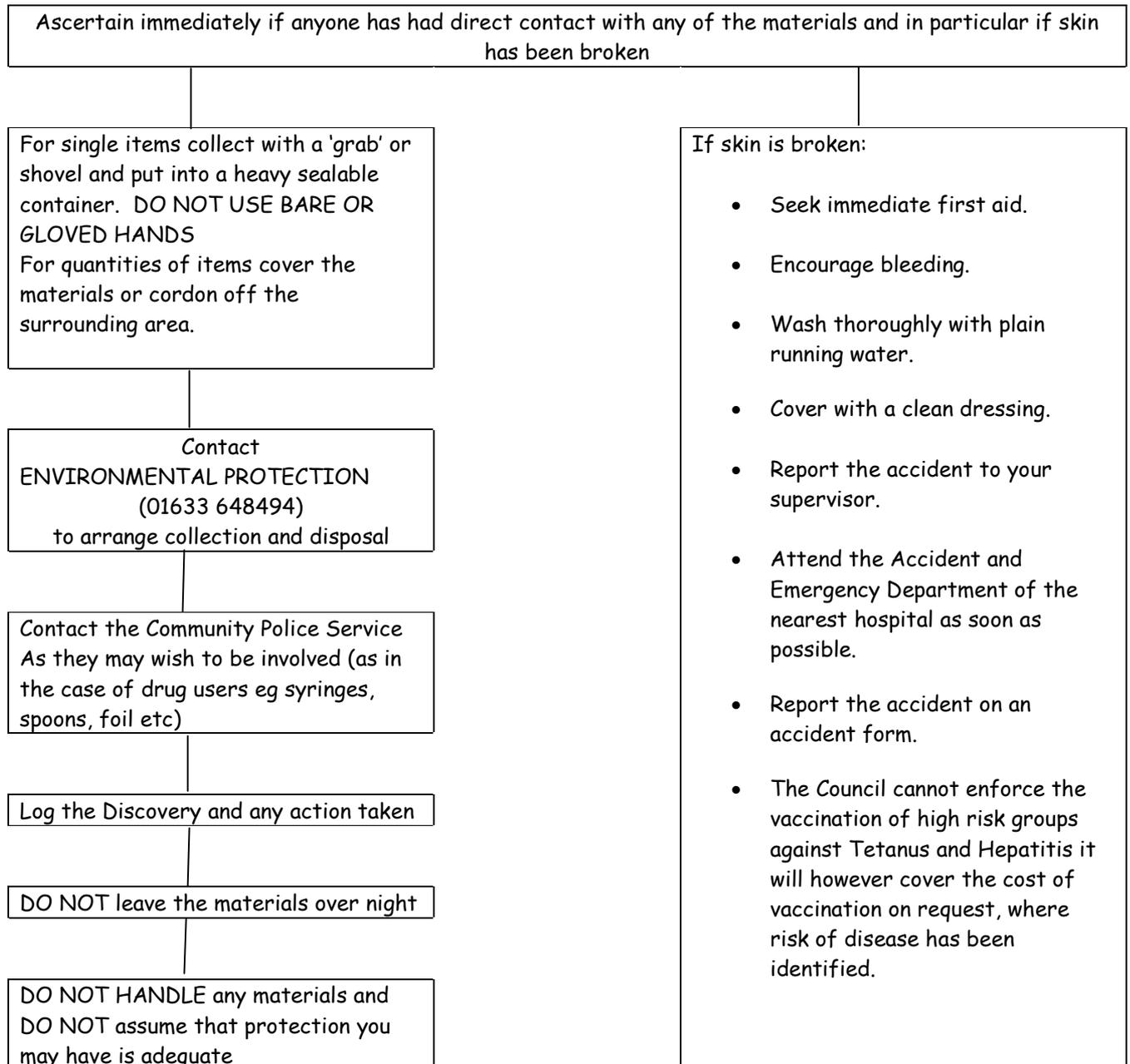
<p><i>ADFAM</i> Families, Drugs and Alcohol Information for families of drug users, and a database of family support services. 020 7553 7640 www.adfam.org.uk</p>	<p><i>Alcohol Education Resource Directory</i> A directory of resources and contacts for teaching about alcohol. 020 7907 3700 www.portmangroup.org.uk</p>	<p><i>ASH - Action on Smoking and Health</i> Aims to reduce the health problems of tobacco use. 020 7739 5902 www.ash.org.uk</p>
<p><i>Drug Education Forum</i> Information about the drug education work of the Forum and member agencies. 020 7739 8494 www.drugeducationforum.co.uk</p>	<p><i>Drug Scope</i> Provides expert, up-to-date drug information. 020 7928 1211 www.drugscope.org.uk</p>	<p><i>TALK TO FRANK</i> Contains drug information and where to find help on drugs for young people. Also provides support to parents/carers in talking to young people about drugs. 0800 77 66 00 www.talktofrank.com</p>
<p><i>National Children's Bureau</i> Promotes the interests and well-being of children and young people in all aspects of their lives. 020 7843 6000 www.ncb.org.uk</p>	<p><i>National Health Education Group</i> open to professionals whose work has a primary focus on supporting health and/or drugs education with young people. 020 8504 3583 www.nheg.org.uk</p>	<p><i>RELEASE (Drugs, The Law and Human Rights)</i> Provides advice and referral on drug-related legal problems. 020 7729 9904 www.release.org.uk</p>
<p><i>Re-Solv (Society for the Prevention of Solvent and Volatile Substance Abuse)</i> Provides information for teachers, other professionals, parents and young people. 01785 817 885 www.re-solv.org</p>	<p><i>Alcohol Concern</i> works to reduce the incidence and costs of alcohol-related harm and to increase quality of services available to people with an alcohol problem. 020 7395 4000 www.alcoholconcern.org.uk</p>	<p><i>The All Wales Smoking Cessation service</i> is a free NHS service providing intensive support, advice and encouragement for all those who want to quit smoking. 0800 085 2219</p>
<p><i>Parents Against Drug Abuse</i> Provides information and advice to parents of drug users. 08457 023 867 www.pada.org.uk</p>	<p><i>Lifeline</i> Assist persons and their families and dependents affected by the misuse of drugs and provide a training and advisory service to persons and organisations who deal with the misuse of drugs and sexually transmitted diseases. A variety of contact numbers for different services are available on the website. www.lifeline.org.uk</p>	<p><i>DAN 24/7</i> is a national confidential service providing advice to drugs and alcohol users and anyone wanting information on substance misuse 24 hours a day, 7 days a week. 0800 6 33 55 88</p>
<p><i>Alcoholics Anonymous</i> 24 hour support for people with alcohol problems 0845 769 7555</p>	<p><i>Drugaid</i> Provides help and support for people suffering from drug or alcohol addiction. Torfaen 08700 600310</p>	<p><i>GAP (Gwent Alcohol Project)</i> GAP offers a range of services for people who are concerned about their own or someone else's drinking. 01633 252045 (Monday - Thursday 9am - 1pm & 2pm - 5pm, Friday 9am - 1pm & 2pm - 4pm)</p>
<p style="text-align: center;"><i>Ash Wales</i> Call 029 2049 0621 enquiries@ashwales.org.uk Action on Smoking and Health Wales 2nd Floor, 14-18 City Road, Cardiff, CF24 3DL</p>		

Appendix 6

Disposal of sharp and Other Hazardous Materials

Extreme care should be taken when discovering any substance suspected of being an illegal substance/drug and in particular any materials used in illicit drug use such as needles and syringes.

Needles and syringes should not be handled even with protective gloves and clothing. The caretaker checked the premises and grounds each morning for any drug related debris. Should anything suspect be found, the following procedures should be followed:



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SEAL Topic:	New Beginnings RRS Class Charters Pupils sign e-safety acceptable user agreements	Getting on & Falling out (inc. Anti-Bullying week)	Going for Goals	It's Good to be me!	Relationships	Changes
Nursery/ SNRB	SRE - Body Parts	Staying Safe - Playing Safely SENSE DVD	Hygiene - Hand Washing		N/A	N/A
	N/A	What is Bullying? Resource: 'Elmer' book	Understanding Families Resource: 'Harry & the Dinosaurs' book	Understanding Feelings Activity: Discuss happy/sad words & feelings - create class book - What makes us happy/sad/scared? etc.	Understanding Families Activity: Who is in your family? Pupils to draw families and compare similarities & differences.	Respecting Difference and Diversity Resource: 'Mr. Seahorse' book.
	N/A	N/A	N/A	N/A	N/A	N/A
Reception	SRE - Body Parts NSPCC Pants are Private	Staying Safe - Playing Safely SENSE DVD	Hygiene - Hand Washing	N/A	N/A	N/A
	What is Bullying? Resource: 'Elmer' book	Respecting Difference and Diversity Resource: 'Beegu' book	Challenging Stereotypes (relationships) Resource: U/Drive Create relationship webs using random selection of class books	Respecting Difference and Diversity Resource: 'Something Else' book & associated activities (U/Drive)	Understanding Families Activity: Who is in your family? Pupils to draw families and compare similarities & differences.	Respecting Difference and Diversity Activity: Pop 'n' Olly cartoon - What does your family look like?
	SWGfL/Common Sense Media - Lesson 1: Going places safely	N/A	SWGfL/Common Sense Media - Lesson 2: ABC searching	N/A	SWGfL/Common Sense Media - Lesson 3: Keep it private	SWGfL/Common Sense Media - Lesson 4: My creative work
Year 1	SRE NSPCC Pants are Private	Area: Personal Safety Resource: People who help us Delivered by: PC Hayward + follow up lesson by Class Teacher. www.schoolbeat.org/	Enjoying and Achieving 'Games and Ambitions' Resource: SENSE DVD	Making a Positive Contribution 'Being Yourself' Staying Safe 'Being Different' SENSE DVD	Enjoying and Achieving 'Loss and Death' SENSE	Being Healthy Growing and Changing SENSE DVD Changes - 'Developing Confidence' SENSE DVD
	SME - Medicines X 3 lessons	What is Bullying? Resource: Sticks & Stones PPT (up to slide 13 - discuss friendships - create poster - How to be a good friend.	Challenging Stereotypes (relationships) Resource: U/Drive - Who do you love? Activity	Respecting Difference and Diversity Resource: 'Something Else' book & associated activities (U/Drive)	Verbal Bullying Resource: The words we use activity (U/Drive)	Respecting Difference and Diversity Resource: 'Amazing Grace' book
	SWGfL/Common Sense Media - Lesson 5: Sending email	CEOP - Hector's World (lesson 1)	CEOP - Hector's World (lesson 2)	CEOP - Hector's World (lesson 3)	CEOP - Hector's World (lesson 4)	CEOP - Hector's World (lesson 5)

Year 2 SME - Keeping Safe X 3 lessons	SRE Differences between Male/Female and Inappropriate Touch Resource - 12/15 Circle Time/ NSPCC Pants are Private Body Mat and labels	Area: Personal Safety Resource: Who? What? Where? (Medicines) Delivered by: Class Teacher Source: www.schoolbeat.org/ + Follow up lesson by Class Teacher	Enjoying and Achieving 'Games and Ambitions' Resource: SENSE DVD	Spectrum Project - Hafan Cymru X 3 sessions - *Gender Stereotyping *Identifying Emotions *Safety Zone	Enjoying and Achieving 'Friendship' Resource: SENSE DVD	Area: Personal Safety Resource: Right or Wrong Delivered by: Class Teacher Source: www.schoolbeat.org/
	What is Bullying? Resource: Sticks & Stones PPT (up to slide 13 - discuss friendships - create poster - How to be a good friend.	Respecting Difference and Diversity Resource: 'Beegu' book	Challenging Stereotypes Activity: Challenging stereotypes (U/Drive)	Homophobic Bullying Resource: 'And Tango makes three' book.	Respecting Difference and Diversity Resource: 'Dilly's Dog's Disguises' (Smart Notebook - U/Drive)	Respecting Difference and Diversity Resource: 'Amazing Grace' book
	SWGfL/Common Sense Media - Lesson 1: Staying safe online	SWGfL/Common Sense Media - Lesson 2: Follow the digital trail	SWGfL/Common Sense Media - Lesson 3: Screen out the mean	SWGfL/Common Sense Media - Lesson 4: Using key words	SWGfL/Common Sense Media - Lesson 5: Sites I like	CEOP - Lee & Kim activities
Year 3 SME - Smoking X 3 lessons	Differences between Male/Female and Inappropriate Touch Resource - 12/15 Circle Time & Growing Up - Section 3 'Inside Body'	Area: Personal Safety Resource: Stay SMART Delivered by: PC Hayward Source: www.schoolbeat.org/	Area: Well-being Resource: Sticks & Stones Delivered by: Class Teacher Source: www.schoolbeat.org/	Area: Road Safety Kerbcraft Delivered by: Torfaen Source: Road Safety Initiative	Enjoying and Achieving 'Being Yourself' Resource: SENSE DVD	Area: Health & Well-being Resource: Keeping Fit and Healthy Eating Delivered by: Class Teacher Source: SENSE DVD
	What is Bullying? Resource: Sticks & Stones PPT & "How was your Day?" video	Homophobic Bullying Resource: Stonewall FREE DVD - 'Jake's Story' & lesson plan (U/Drive)	Challenging Stereotypes Activity: Statements - True/False - discuss/justify (Prejudice - U/Drive)	Homophobic Bullying Resource: Respecting Differences Cartoon PPT (U/Drive)	Respecting Difference and Diversity Resource: 'Dilly's Dog's Disguises' (Smart Notebook - U/Drive)	Tackling Bullying Activity: Stand-up Bullying Interventions (Green Screen Role Play)
	SWGfL/Common Sense Media - Lesson 1: Powerful passwords	SWGfL/Common Sense Media - Lesson 2: My online community	SWGfL/Common Sense Media - Lesson 3: Things for sale	SWGfL/Common Sense Media - Lesson 4: Show respect online	SWGfL/Common Sense Media - Lesson 5: Writing good emails	N/A
Year 4 SME - Alcohol X 3 lessons	Differences between Male/Female and Inappropriate Touch Resource - 12/15 Circle Time & Growing Up - Section 3 'Inside Body'	Area - Personal Safety Resource - Friend or Foe Delivered by: PC Hayward Source: www.schoolbeat.org/	---	Area: Health Resource: TASK Delivered by: Class Teacher Source: www.schoolbeat.org/	Enjoying and Achieving 'Being Yourself' Resource: SENSE DVD	Area: Health & Well-being Resource: Hygiene Delivered by: Class Teacher Resource: SENSE DVD
	What is Bullying? Resource: Sticks & Stones PPT & "How was your Day?" video	Homophobic Bullying Resource: Stonewall FREE DVD - 'Danny's Story' & lesson plan (U/Drive)	What is Disability? Activity: What is Disability? Lesson 1 (U/Drive)	What is Disability? Activity: Living with Disability? Lesson 2 (U/Drive)	Homophobic Bullying Resource: 'Bill's new frock' book.	Tackling Bullying Activity: Stand-up Bullying Interventions (Green Screen Role Play)

	<i>SWGfL/Common Sense Media - Lesson 1: Rings of responsibility</i>	<i>SWGfL/Common Sense Media - Lesson 2: Private and personal information</i>	<i>SWGfL/Common Sense Media - Lesson 3: The power of words</i>	<i>SWGfL/Common Sense Media - Lesson 4: The key to keywords</i>	<i>SWGfL/Common Sense Media - Lesson 5: Whose is it anyway?</i>	<i>N/A</i>
Year 5	<i>Inside Body Parts Male/Female Section 3 Growing Up</i>	<i>SME 'Legal and Illegal Drugs' X 3 lessons Teaching Drug and Alcohol Education with Confidence in Schools DVD (See SOW and Lesson Plans) May be taught as block project or separate.</i>	<i>Spectrum Project - Hafan Cymru X 3 sessions - Childline Assembly & Workshop</i>	<i>Stress and Relaxation Resource: SENSE DVD</i>	<i>Resource: I Area: Safety Personal didn't think Delivered by: PC Hayward Source: www.schoolbeat.org/ + Follow Up Session</i>	<i>Area: Health & Well-being Resource: Puberty Changes and Personal Hygiene Delivered by: Class Teacher Source: SENSE DVD [parental consent] + Follow Up Session St. John's Ambulance visit</i>
	<i>What is Bullying? Resource: Bullying PPT</i>	<i>Homophobic Bullying Resource: Stonewall FREE DVD - 'Emma's Story' & lesson plan (U/Drive)</i>	<i>Challenging Stereotypes Activity: Match up images of people with job descriptions. Discuss stereotyping.</i>	<i>What is Disability? Activities: Difficulties disabled children face. (U/Drive)</i>	<i>Homophobic Bullying Resource: 'Bill's new frock' book.</i>	<i>Respecting Difference and Diversity Resource: 'Boy in a Dress' (David Walliams) book/video</i>
	<i>SWGfL/Common Sense Media - Lesson 1: Strong passwords</i>	<i>SWGfL/Common Sense Media - Lesson 2: Digital citizenship pledge</i>	<i>SWGfL/Common Sense Media - Lesson 3: You've won a prize</i>	<i>SWGfL/Common Sense Media - Lesson 4: How to cite a site</i>	<i>SWGfL/Common Sense Media - Lesson 5: Picture perfect</i>	<i>N/A</i>
Year 6	<i>Inside Body Parts Male/Female Section 3 Growing Up</i>	<i>SME 'Preventing Early Use' X 3 lessons Teaching Drug and Alcohol Education with Confidence in Schools DVD (See SOW and Lesson Plans) May be taught as block project or separate.</i>	<i>Area: Personal Safety Resource: Be Cybersafe Delivered by: PC Hayward Source: www.schoolbeat.org/ + Follow Up Session Childline Assembly & Workshop</i>	<i>Area: Personal Safety & Health Resource: Wings to Fly Production Delivered by: Torfaen CBC (Congress Theatre) & follow-up in class (PC Hayward) Source: www.schoolbeat.org/ Area: Well-being Resource: Crucial Crew Delivered by: Torfaen CBC Source: www.schoolbeat.org/ + Evaluations of Sessions and /or KWL Grids</i>	<i>Area: Health & Well-being Resource: Conception, Pregnancy, Birth [parental consent] Delivered by: Class Teacher Source: SENSE DVD + Follow Up Session Area: Personal Safety Resource: It's your choice Delivered by: PC Hayward Source: www.schoolbeat.org/ + Follow Up Session Area: Road Safety Cycle Proficiency Training Delivered by: Class Teacher Source: Road Stuff</i>	
	<i>What is Bullying? Resource: Bullying PPT</i>	<i>Homophobic Bullying Resource: Stonewall FREE DVD - 'Linus's Story' & lesson plan (U/Drive)</i>	<i>Tackling Racism Resource: Show Racism the Red Card DVD & PPT</i>	<i>Respecting Difference and Diversity Resource: Happy in your own skin activity</i>	<i>Verbal Bullying Resource: Secret Friends - story & emotions graph (U/Drive)</i>	<i>Respecting Difference and Diversity Resource: 'Boy in a Dress' (David Walliams) book/video</i>
	<i>SWGfL/Common Sense Media - Lesson 1: Talking safely online</i>	<i>SWGfL/Common Sense Media - Lesson 2: Super digital citizen</i>	<i>SWGfL/Common Sense Media - Lesson 3: Privacy rules</i>	<i>SWGfL/Common Sense Media - Lesson 4: What's cyber bullying?</i>	<i>SWGfL/Common Sense Media - Lesson 5: Selling stereotypes</i>	<i>N/A</i>

If there is opportunity, please take 1 or 2 photographs of PC Hayward Visits/group activities (anything that is not recorded in books) and store as evidence.