



Personal, Social, Health and Citizenship Education (PSHCE) Policy

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

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

Personal, social, health and citizenship education curriculum links to our Behaviour Policy 'Be Ready, Be Safe, Be respectful', British Fundamental Values (BFV), Spiritual, Moral, Social and Cultural development (SMSC), Religious Education (RE), Physical Education (PE) and other curriculum areas. Our pupil's behaviour and attitudes, will be informed through these different subject areas, as well as through our school Vision 'Aspire, Believe, Care and Achieve' and the values of 'Perseverance, Confidence, Resilience, Determination, Pride and Independence'.

Aims

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

Our school is a member of the PSHE Association and we use their scheme of work, to ensure that we cover all aspects of PSHE in a progressive way. We use the Gloucestershire Healthy Living and Learning (GHLL) resources, which are informed by existing DfE guidance on Relationships and Sex Education, Preventing and Tackling Bullying, Drug and Alcohol Education, Safeguarding and equality expectations.



Pupils are encouraged to take part in a wide range of lessons, sessions, activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. PSHE is also taught and learnt through our 'Cultural Capital Offer', which enables the pupils to take part in experiences and opportunities that support the curriculum, to widen their knowledge, skills and understanding. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing as a person.

They learn to understand and respect common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Curriculum

The curriculum includes the topics of:

Health and Wellbeing lessons which explore physical wellbeing, healthy lifestyles, mental health, growing and changing, keeping safe and drugs, alcohol and tobacco;

Relationships lessons will explore families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships and respecting self and other;

Living in the Wider World lessons will explore our shared responsibilities, communities, media literacy and digital resilience and economic wellbeing (money and aspirations, work and career) and British Values.

Relationships and Sex Education (RSE)

Effective RSE can make a significant contribution to the development of the personal, social and health skills needed by pupils if they are to establish and maintain relationships and keep themselves healthy and safe. It also enables them to make responsible and informed decisions about their health and well-being.

It is statutory for primary and secondary schools to teach RSE, as well as have an up-to-date policy and curriculum (PSHE and Science). The policy should be made available to parents on request. It is the Governing Board's responsibility to ensure that the policy is developed and implemented. Please refer to the SRE policy.

Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled, including vapes



- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Drugs Education is taught using the PSHE curriculum and GHLL resources. We sometimes have the GHLL Life education Van visit to teach such topics.

Implementation

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

Differentiation/Special Educational Needs

Teachers will need, as always, to tailor work to meet the needs of the children in their classes. To support this differentiation, many learning activities are discussion based and creative, allowing children to choose the media with which they work and give them scope to work to achieve the objective.

Assessment

Teachers will assess the pupils learning, during the lesson 'Assessment for Learning (AfL)', as well as through work outcomes. Teachers will assess against the PSHE Association Objectives using pupil voice, assessment tasks, observation, self- assessment and quizzes, as appropriate. The Personal Development Lead will conduct and collate Pupil Voice, monitor and evaluate the assessments against the Teaching Profile and pupil's work outcomes.

Recording and tracking progress

Please be aware that there are currently no national level descriptors for PSHE. However, we aim for the children to learn the objectives we set as part of the PSHE Association Curriculum Overview – which is shared as key questions, across the class year and across cohorts to Year 6.

Reporting to Parents

On school reports teachers share if the pupil is 'below', 'just below', 'on track' or 'above' age related expectation, against what the child has learnt through the PSHE curriculum.



Monitoring and evaluation

The Personal Development Lead (PDL) will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The PSHE lead scrutinises plans, pupil's work to assess coverage and progress. Areas of strength will be shared with Senior Leaders and Teaching Staff. Areas for development will inform next steps of the School Development Plan and subject RAP.

External Agencies

External agencies and contributors from the community, e.g. health promotion specialists, social workers, school nurses, and community police and fire officers, make a valuable contribution to the PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teaching staff employed by Hester's Way Primary School MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme.

Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced. A Class Charter will be agreed at the start of the year. At the start of Circle Time sessions ground rules will also be shared. These should include:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive Issues

Sensitive issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive, if they have a political, social or personal impact or deal with values and beliefs including: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Difficult Questions

Staff members are aware that views around RSE and Drug and Alcohol Education related issues are varied. However, while personal views are respected, all RSE and



Drug and Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later.

The school believes that individual teachers must use their skill and discretion in this area and refer to the Personal Development Lead or Head Teacher, if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. With regards to RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly, yet sensitively.

The school liaises with parents/carers on this issue to reassure them of the content and context of discussions and information shared.

Safeguarding

Teachers are clear about the ground rules and are also aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes children may need time to talk one-to-one after or during the session. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Child Protection and Safeguarding policy is followed.

Confidentiality and Child Protection Issues

The pupils can use the class 'worry box' to share any worries or concerns they may have anonymously or in a private way.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that staff will need to inform others to keep them safe and that confidentiality on these occasions cannot be kept. The child will be supported by the teacher throughout the process.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE programme. Parents and carers are welcome to express their views to the Class Teacher, Head Teacher or by letter to the school.

Pupil Profiles and Surveys

It is useful for pupils to be consulted on their own personal, social and citizenship development. Each pupil completes a profile annually that asks them what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people.



In Year 4 and Year 6, the children complete GHL Pupil Surveys anonymously. This information is evaluated by the Personal Development Lead and shared with teachers. Areas for development are addressed immediately through direct teaching and circle times. This information also informs assemblies and other activities and events organised to teach specific needs, e.g. PC Beat Officer talks in Year 6, visiting Skills Zone and emergency services visits.

Training and Support for Staff

All staff benefit from PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a regular basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

The Head Teacher has PSHE Certification and can support with any staff queries.

Links to other policies

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

RSE Policy

SEND Policy

Child Protection and Safeguarding Policy

Policy written in January 2023. Reviewed in January 2024.

To be reviewed in January 2025 or when needed.