

**ST MARY'S BENTWORTH CE PRIMARY SCHOOL
PERSONAL SOCIAL HEALTH EDUCATION POLICY (PSHE)**

Date of implementation: March 2025

Date of Review: **March 2027**



<i>Ownership:</i> Education Committee, PSHE Subject Manager	<i>Linked to:</i> Anti-Bullying; Relationships & Behaviour; Relationships & Sex Education (RSE); Spiritual, Moral Social & Cultural Development (SMSC); Public Sector Equality Statement
<i>Review Committee:</i> Education Committee, Head teacher, Deputy Headteacher	
<i>Communicated to:</i> Parents, Staff and Governors	
<i>Evaluation:</i> (inc links to evidence)	

Rationale:

At St Mary's we aim to create a learning and working environment where all stakeholders in our school community treat themselves and each other with mutual respect within the Christian framework of our school. The well-being of our pupils is central. We have several strands across the school which are aligned to provide the pupils with opportunities to grow, such as our Survive and Blossom programme. Within this is our Personal, Social and Health Education (PSHE) and Citizenship teaching further enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community; this is underpinned and supported by the Christian ethos of our school and our school values of love, respect and belonging. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it can mean to be a positive member of a multicultural society and develop the desire to be the best they can be.



Aims:

The aims of Personal, Social and Health Education and Citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others (Love)
- have respect for others
- be independent and responsible members of the school community (Belonging)
- be positive and active members of a democratic society (Respect/ Belonging)
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues (Respect)
- develop good relationships with other members of the school and the wider community (Belonging)

In including the DfE recommended drug education curriculum adapted into our PSHE programme, we aim to teach children to recognise and develop an understanding of what a healthy lifestyle is and to be aware of related safety issues concerning legal and illegal drugs, tobacco, vapes and alcohol (refer to Appendix 1 for an outline of this programme in the key stages).

Teaching and Learning Style

We use a range of teaching and learning styles. We place an emphasis on active learning by involving the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active Citizenship, eg charity fundraising or the planning of special events such as an assembly or Church service. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts and set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

The school uses the 'One Decision' programme to form the central pillar of the PSHE curriculum; a whole school approach is used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Relationships and Behaviour Policy, and Public Sector Equality Statement. Personal, Social and Health Education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society. In order to achieve this goal, children need to feel they are listened to and that they truly belong as a member of the class, the school and the wider community. Through class discussion, which is central to our delivery of learning, children are given the opportunity to express their ideas and opinions on a given topic and listen to other people's ideas as well. When it is done well, this discussion boosts children's self-esteem and brings classes closer together through a shared experience.



Our pupils will be taught the four key components of PSHE knowledge, skills and understanding:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

Foundation Stage (Early Years)

We teach PSHE and Citizenship to children of Foundation age as an integral part of the topic work covered during the year. For the Foundation children, we relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

Children with Special Educational Needs

We teach PSHE and Citizenship to all children, regardless of their abilities. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and Citizenship we take into account the targets set for the children in their Education Health Care Plans (EHCPs) and appropriate social support.

Assessment and Recording

Teachers assess the children's work in PSHE and Citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year.

Monitoring and review

The PSHE and Citizenship Subject Manager is responsible for monitoring the standards of children's work and the quality of teaching. The Subject Manager supports colleagues in the teaching of PSHE and Citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.



Appendix 1

DfE DRUG EDUCATION PROGRAMME

(Our PSHE programme is adapted from this programme)

The following outlines our teaching programme illustrating the topics that might be covered in a drug education programme at each key stage. The plan is not intended to be definitive or prescriptive and there is a degree of overlay in content between key stages.

Age related for KEY STAGES 1 & 2

Knowledge relating to medicine:

- Understanding of medicines; alcohol, tobacco, solvents & illegal drugs
- More detailed information as to how the body works and ways of looking after and how to take care of your body
- Understanding of different types of medication (both prescribed and over-the-counter), legal and illegal drugs, including promotional advertising of their form and their effects on the people who use them

Introduction to the Law relating to

- Understanding the use of legal and illegal drugs
- Understanding that drugs can be harmful if not used properly and knowing who you can approach for help - those who can help children when they have questions about medicines and other substances used in the home
- Understanding the dangers from handling discarded syringes and needles
- Considering the effects of alcohol on the body and on behaviours; and the effects of tobacco / smoking / vaping
- Gaining awareness of the people who are involved with medicines (such as health professionals, pharmacists, shopkeepers)
- Being aware of people who can help children when they have questions or concerns

Skills

- Communicating feelings and identifying risks such as concerns about illness and taking medicines
- Understanding decision-making and the effect of copying ie peers' influences
- Understanding when and how to use assertiveness in situations and how to gain help from adults relating to drug use
- Valuing one's body and valuing oneself and other people
- Gaining awareness of attitudes towards the use of advertising presentations relating to alcohol, tobacco / vaping and other legal drugs
- Understanding responses to media and advertising presentations
- Taking responsibility for administering one's own medicines, alcohol intake with regard to safety and behaviours; and smoking / vaping