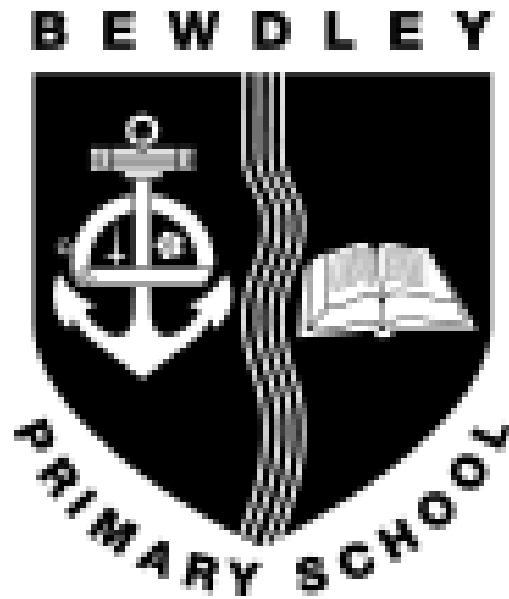


Reviewed: September 2023
To be reviewed September 2026



Personal, Social and Health Education and Citizenship Policy

Rationale

Personal, social and health education and citizenship help to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens. At Bewdley Primary we feel that it is our responsibility to promote the personal and social development of all our pupils in a systematic way. This policy covers our school's approach to doing this through the teaching of PSHE.

Aims

- To be aware of their own identity and identity of others.
- To develop healthy relationships
- To have a healthy and balanced lifestyle
- To understand and manage risks
- To appreciate diversity and equality

Objectives

- To provide opportunities for children to develop confidence and responsibilities enabling them to make the most of their abilities.
- To prepare children to play an active role as citizens in a democratic society.
- To help children develop healthy and safe lifestyles and understand how to help keep others safe and make decisions when faced with choices.
- To aid the development of good relationships and teach children to respect the differences between people.
- To ensure staff are provide with training on up-to-date initiatives in school

Personal and Social Education is taking place all the time in school. It is reflected in the ethos of the school, the values we promote, the nature of relationships with, and between staff, the displays in school and the outside environment of the school. The staff also teach PSHE in class, groups and support groups when necessary. It is taught in the following ways:

- In the classroom as a discrete subject
- In the classroom as part of the broader curriculum
- In assemblies
- On school visits and residentials
- By visitors to school
- Through the Trauma Informed School Approach
- P4C

Teaching and Learning

Class teachers are responsible for the teaching of PSHE throughout the school using discrete lessons and other curriculum links. In the Foundation stage our early learning goals involve the children learning about keeping safe and secure developing an understanding of what is right and wrong and why as well as beginning to consider the consequences of their own actions. They also begin to recognise the importance of keeping healthy and those things that can contribute to this.

In planning the curriculum, teachers at Bewdley Primary provide:

- a classroom climate that encourages a high level of interest for all children
- opportunities for personal growth outside the classroom through responsibility, extra-curricular activities and educational visits
- Opportunities for personal, social, health and citizenship development through individual and group work, discussion and role-play
- involvement in a range of problem solving activities
- preparation and presentation of tasks for different audiences
- positive self-assessment
- positive marking, with oral or written comments
- active participation in the community served by the school

We will create a safe and supportive learning environment by:

- handling questions safely
- considering vulnerabilities
- agreeing ground rules before each session
- ensuring inclusivity
- signposting support
- using distancing techniques to help pupils take part in the lesson regardless of personal experiences

If a child is thought to be 'vulnerable' or 'at risk' and displays so during a PSHE session, the schools normal safeguarding procedure will take place.

Teaching and Learning across the Curriculum

PSHE can be taught across the curriculum through a variety of subjects. The following curricular links show where some of the PSHE objectives can be taught, however effective provision of PSHE needs to include discrete teaching in order to ensure full coverage of the Framework at key stages 1 and 2.

- Literacy – skills in enquiry and communication, the use of stories illustrating aspects of PSHE.
- Numeracy – aspects of financial capability, counting and sharing.
- Science – drugs (including medicines), sex, health, safety and the environment.
- Religious Education – religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- Physical Education – teaching and learning about health and safety, development of personal and social skills through team and individual activities, promotion of healthy lifestyles and the importance of exercise.
- Geography – topical issues concerning the environment, study of own locality and the wider world, including less economically developed countries.
- History – looking at reasons behind historical events, changes and diversity within society, significant people, events, ideas and experiences of people from the past.
- ICT – communicating with others.
- Design and Technology – health and safety, healthy eating, use of technology, realizing the needs of people through designs.
- Art and Design – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- Music – making the most of abilities in playing and singing, cultural diversity, expression.

Our PSHE programme will be planned and delivered based on the guidance provided by the PSHE Association. This programme of study, along with resources it provides, has been approved by the DfE and ensures lessons are taught through a spiral programme. As a school, we appreciate that children will

bring differing levels of knowledge to areas explored as a part of our PSHE curriculum. Consequently, we will determine pupil's prior knowledge as a starting point to aid the planning of new topics.

Confidentiality and Handling Disclosures

Due to the nature of PSHE children may disclose personal information that staff will respond to appropriately. Teachers cannot offer complete confidentiality, so children and teachers will be clear about this. Any visitor to the classroom will be bound by the school's policy on confidentiality. Any information disclosed to a staff member or other responsible adult, which causes concern about the children's safety, will be communicated to the designated person as soon as possible, in line with our safeguarding and child protection policy. We will also signpost children and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

At Bewdley Primary School, we feel it is important that the children feel able to ask any questions that they wish. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the child or children who have asked the question.

Entitlement and Equality of Opportunity

PSHE includes the study of culture, ethnic diversity, physical differences and difference of experience. Through such study children can acquire understanding of and respect for other people and their values. Pupils should learn that the questioning of assumptions, the rebuttal of stereotyping and an openness to change are valuable qualities. The nature of PSHCE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels. Staff also follow the whole school equal opportunities policy, ensuring every child in school is offered rich and balanced opportunities.

Teaching will take into account the age, readiness, ability, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. To encourage children to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every child to feel valued and included in the classroom.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We ensure PSHE is inclusive and meets the needs of all our children including those with special educational needs and disabilities (SEND) by offering provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all children have access to the same information.

Parents and the Local Community

At Bewdley Primary we aim for PSHE to complement the personal and social development of children provided in the home and the local community. A high priority is working with parents and is a vital part of the whole school approach. Parents are encouraged to become involved in the life of the school. We encourage parent helpers in school and value parents' involvement. Parents are kept fully informed of the school's policy for sex and relationships education and we aim to keep parents and guardians involved in school life. Parents and carers will be informed about any Year group specific areas, where appropriate, via email/

Bewdley Primary values the contributions of the community and outside agencies to the personal, social and health development and citizenship of its children through active involvement in the life and philosophy of the school.

Bewdley Primary invites a wide range of representatives to talk to the children, including the School Nurse, civic leaders, local businesses, Police, Fire Service, drug agencies, local religious and community-based figures.

Links to Other School Policies and Areas of the Curriculum

This policy supports/complements the following policies:

- Confidentiality
- Behaviour
- Anti-Bullying
- Drug Education
- SRE
- SEN and Disabilities
- Equality
- Health & Safety
- E-Safety
- Safeguarding
- Prevent Radicalisation