

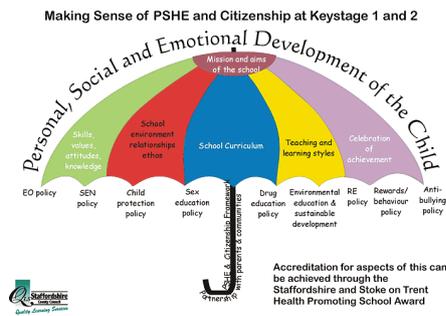
Queensgate Primary School

PSHE Policy



Date of Policy	Date approved by Governing Body
Summer 2014	Summer 2014

REVIEW SCHEDULE			
Date of next Review	Date reviewed by Governing Body	Change previous document (Y/N)	Date circulated (if changes)
Summer 2019	Summer 2019	N	
Summer 2021	Summer 2021	Y	In light of statutory changes, an updated and separate RSE Policy was written in July 2021



This document is a statement of the aims, principles and strategies for the provision of Personal, Social and Health Education & Citizenship at Queensgate Primary School.

The Umbrella model – a whole school approach

The umbrella model has at its centre the **mission statement and aims of the school** supported by **whole school issues**. The whole school issues provide the fabric and spans all we do in school, guided by a number of **whole school policies**. The handle of the umbrella gives the strength from the **Framework for PSHE and citizenship and partnerships with parents and communities**.

The umbrella model is an attempt to help schools review audit and develop a **whole school approach** to the personal, social and emotional development of the child.

Purpose

At Queensgate we are committed to promoting a safe and healthy lifestyle.

PSHE embraces a wide area of subjects and provision to all the pupils in each year group should be:

- planned
- coherent
- appropriate to age and need
- provide sound knowledge
- develop an understanding of health issues
- encourage awareness of individuals ability of making choices related to their health
- show awareness of the conflict about what is taught in school and what children see, do and learn out of school.

Queensgate has a responsibility to provide all pupils with accurate information about health matters, to help them clarify the attitudes and values which influence health choices and to promote the acquisition of healthy patterns of behaviour.

PSHE & C is not only part of a formal curriculum, it is something which permeates the ethos of the school e.g. role models set by staff, respect for children’s homes and cultural backgrounds, the physical environment, people invited into school and the school’s facilities.

Aims

The aims of the PSHE curriculum are to deliver a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to

practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

Teaching and delivery of PSHE & Citizenship:

- as part of a thematic approach,
- a set PSHE lesson/activity,
- as a component in another subject e.g. Science,
- covered in an assembly,
- linked to TV programme, current events, school visits and visitors,
- incidentally as situations, questions arise, incidents happen.

Teaching Strategies

A range of teaching strategies are used to promote and ensure an inclusive curriculum is provided, through

- speaking and listening
- Circle Sessions
- debate, discussion
- group work
- quizzes, games, problem solving
- case studies
- drama and role play
- specialist speakers to visit school
- out of school visits

Sex and Relationships Education (RSE)

Please see separate RSE Policy.

Drugs Education – DATE (Drugs, Alcohol and Tobacco Education)

As with Sex and Relationships Education (RSE), Drugs, Alcohol and Tobacco Education (DATE) is not a subject taught in its own right - it is part of a carefully planned course in the PSHE Scheme of work.

At Queensgate, we promote a safe and supportive environment where accurate information relating to Drugs, Alcohol and Tobacco (DATE) can be shared with the children. As well as integrating drug issues into ongoing work in the class, the Teacher needs to use professional judgement as to the individual needs and concerns of pupils in their class, for example, where there are children from ethnic or religious backgrounds with particular sensitivities. Careful consideration also has to be given to the possibility that parents of the children may have experience of drug (tobacco also) or alcohol misuse.

Elements Making up Drugs, Alcohol and Tobacco Education (DATE) Programme

Foundation Stage:

Illness – How I feel when I am ill, who/what makes us better when we are ill, what goes into our bodies and what is safe/unsafe.

Key Stage One:

Medicines – What is safe/unsafe to go into our bodies, what's inside our bodies, what are medicines and using medicines safely, rules for medicines, where medicines should be kept, people who are special to me, what to do when feeling ill, keeping safe.

Key Stage Two:

Relationships – Peer relationships, personal safety, medicines as drugs, identifying dangers, safety in the home, responsibility and respect, role models, what is legal/illegal, decision making, attitudes and beliefs.

Alcohol and tobacco – legal drugs, peer pressure and risks, units of alcohol in drinks, how alcohol affects people.

Drugs - facts/myths about drugs, handling syringes safely, drug use/misuse in society, legal/illegal drugs.

Drugs, Alcohol and Tobacco (DATE) links with Science National Curriculum Statutory Requirements

Key Stage 1 - About the role of drugs as medicines.

Key Stage 2 - That tobacco, alcohol and other drugs can have harmful effects.

LGBT

At Queensgate, we teach an LGBT inclusive curriculum, ensuring that LGBT families, people and themes are embedded throughout school. The use of the Stonewall 'Creating an LGBT Inclusive Primary Curriculum' document is imperative in the teaching of PSHE, to ensure that it represents and respects the diversity around us. This helps prepare our children for life in society today and contributes to creating a culture where we are more understanding and accepting of others.

1Decision

We have bought into an online resource 1Decision, which is a unique bank of resources for PSHE. These are continually updated and are in line with both the statutory curriculum and good practice for PSHE. 1Decision provides an EYFS and a Year 1 to 6 guide which comprehensively details how the units build year on year to match the current statutory requirements and PSHE delivery programme.

At Queensgate the 1Decision resource is woven into the PSHE progression grids for each year group, to ensure that children are being taught about the three key PSHE strands; Relationships (RSE,) Health and Well-Being and Living In The Wider World.

Special Educational Needs

Children with SEND may need more help in understanding the problems involved in drug/medicine use and misuse and which types of behaviour are acceptable and which are not. Some children may also be in the position of having to take drugs for certain medical conditions and this should be handled sensitively. Teachers should be aware of the child's condition and medicine available in school, action to be taken, numbers to be contacted.

Signs of Drug Misuse

Teachers and other members of staff should be aware of the warning signs of drug substance or alcohol abuse, both by the child or carer and report any concerns to the Headteacher.

Citizenship

Education for Citizenship is essential for every pupil in preparation for adult life and it is of paramount importance for life in a democratic society.

It helps our pupils understand the rights, responsibilities and duties of every citizen and it promotes concern for the values which identify a civilised society, such as justice, democracy and respect for law and order. It is essential to support our pupils as they develop from dependent children to independent adults. Education for Citizenship emphasises the important role of our School in its community and the role of all that community's members.

Outside Agencies

Outside agencies may be used to support the planned PSHE programme of study throughout the year, e.g. Childline and the NSPCC.

Assessment

There are no formal arrangements for assessing individual children's progress in PSHE. Children are assessed informally by their class teachers, based on retrieval practise. Class floor books and pupil audits enable class teachers and the subject leader to assess children's' understanding at the end of each term.

Monitoring and Review

The PSHE and citizenship subject leader will work with the children, Headteacher and class teachers to ensure equality of provision across the year groups and to identify how effectively all aspects of PSHE (including RSE, DATE & SEAL) are being implemented in the school. This will be conducted through observation, monitoring of planning and books and informal discussion with the class teachers and children.

This policy will be monitored and updated as appropriate to include all current initiatives and schemes.