



Colerne Church of England Primary School

Policy for the teaching of Personal, Social, Health, Economic and Citizenship Education at Colerne Church of England Primary School

Purpose of the policy

The purpose of the PSHE and Citizenship Education policy is to give clear guidance on the management, organisation, content and delivery of PSHE & C Education and to clarify statutory and legal requirements.

This is in line with the latest statutory guidance from the DfE and will begin from September 2026.

Rationale

Colerne Church of England Primary School aims to:

- Equip children with knowledge, understanding and skills to help them make responsible and well-informed decisions about their lives.
- Provide PSHE and Citizenship Education programme to support and help children through their physical, social, emotional and moral development.

Aims

We believe that a programme of PSHE and Citizenship Education will help children to take their place safely in a world by:

- Leading confident healthy and responsible lives as individuals and active members of society.
- Developing skills such as communication, enquiry and participation.
- Gaining practical knowledge of issues that they face as they mature.
- Understanding and manage a wider range of relationships as they mature.
- Showing respect for diversity and differences between people, their values and opinions and talk openly and answer questions honestly.

- Developing a sense of well-being and self esteem through their physical, emotional and moral development.
- Develop their awareness of their rights and responsibilities
- Developing skills of reasoned and balanced decision making.
- Protecting themselves and ask for help and support
- Being able to name parts of the body and describe how their bodies work
- Making informed choices.
- Staff and pupils need to understand the nature of drugs, their social status, their uses and effects.

Inclusive definition of drugs

We define a drug as a substance which, when taken into the body, changes the way we feel, the way we perceive things, and the way our body works. This definition includes illegal substances and also legal substances such as alcohol, tobacco, solvents and medicines. We recognise that some drugs have beneficial effects, but also that every drug has potential harm. For this reason, all drugs need appropriate and responsible care and management. (See appendix 1)

Content and Delivery

Teaching will be based on an understanding that a variety of approaches should be used in order to meet the differing needs and learning styles of the children. It is recognised that active or participatory learning styles can be particularly helpful in developing skills, knowledge and values.

We have implemented, and use on a weekly basis, the Twinkl Life Scheme which offers a comprehensive Programme for Primary PSHE& C including statutory Relationships and Health Education This is a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Twinkl Life aims to deliver engaging and relevant PSHE&C within a whole-school approach.

Each term has a different whole school theme; there are twelve themes over a two-year programme from KS1:

Aiming High	Be Yourself	Digital Well-Being
Diverse Britain	It's My Body	Growing Up
Money Matters	One World	Safety First
TEAM	Think Positive	VIPS

Foundation Stage follow the statutory guidance for the Personal, Social and Emotional Development strand of the EYFS profile.

Since September 2020, it is a statutory requirement for primary schools to provide the Relationships Education and Health Education aspects of PSHE education, and for secondary schools to provide Relationships, Sex and Health Education. This content makes up the majority of PSHE education, though schools are also encouraged to cover non-statutory content relating to economic wellbeing and careers.

In primary education, citizenship is a non-statutory subject. There is a curriculum framework for citizenship which should be used to plan citizenship provision in key stages 1 and 2. PSHE&C is a non-statutory subject. Teachers have the flexibility to deliver high-quality PSHE & C and are best-placed to decide when to timetable sessions based on the needs of the children in their class. PSHE will be planned using Twinkl Life.

Differentiation

Children with special educational needs are integrated in to the classroom. Whatever their needs, each child will be encouraged to meet his or her full potential. At all three stages work will be linked to the children's own interests, experience and capabilities.

Confidentiality

Teachers may be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff need to be clear about the rules of confidentiality and reporting. The school's policy on confidentiality clarifies matters for teachers concerning the following:

- guidance about who needs to know in particular instances. Information about pupils should not be passed on indiscriminately;
- that teachers should not offer pupils unconditional confidentiality;
- that information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the schools Child Protection procedure and passed on to the appropriate agency;
- that teachers should make it clear to pupils that some information needs to be passed on in the pupil's best interest and that they will be informed when this is a necessity;
- in the case of illegal activity, action should be taken in the best interests of the pupil. This does not necessarily involve informing the police in every instance;
- teachers should discuss with the head teacher whether information about pupils should be passed on to their parents;
- if the teacher believes the pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents where appropriate;
- external agencies working with pupils' are made aware of, and abide by, the confidentiality policy. If the visitor is providing individual advice and support directly to pupils they may be following different guidelines on confidentiality and pupils need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in their work with young people;

Teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures.

Safe guarding Procedures

See school's safeguarding policy.

Using Outside Visitors

The school uses outside visitors to help support the PSHE&C Education programme. These visitors may include health professionals, social workers, peer educators, theatre groups etc. Visitors are made aware of:

- Their purpose and role within the school's programme
- The boundaries of their input
- The school's RSE policy, Confidentiality policy and the planned RSE programme
- The need to plan and agree work with the teacher and identify learning outcomes
- Explicit lines of accountability between the visitor and the school

The class teacher is always present when visitors are working with our pupils.

Managing drug related incidents

Children, staff and appropriate visitors to the premises are made aware of the school's drug policy. See appendix 1 for routine arrangements and drug related incidents.

Monitoring and Evaluation

The PSHE Subject Leader will monitor the quality of teaching and learning, and planning. Integral to all monitoring is the need for the Subject Leader to respond to findings, ensuring that they have a positive impact on achievement in PSHE.

Assessment

The children will be assessed on their learning of PSHE Key Objectives and through evaluation of self-assessment at the end of each lesson and at the end of each unit.

Equal Opportunities

Every child in the school will have the opportunity to access the PSHE curriculum. Each child will be given opportunities to develop individual skills based upon their requirements and ability, regardless of gender, race, religion or social background (see Equal Opportunities Policy).

Health and Safety

Teachers will ensure they are familiar with all the risks, which might arise from the tools, equipment, materials and processes planned for. Children will be taught how to identify and reduce risks in the way they work. A balance will be achieved between independent learning and supervision to ensure safety.

Links to other policies

Sex and Relationships Education (RSE) policy

Health & Safety

Equal Opportunities Policy

Good Behaviour policy

Safeguarding policy

Review History

Policy Issue	Date Policy Reviewed	Revisions Agreed	Date Revised Policy Agreed	Date of Next Review
1.0	Sept 2007	New policy written	Agreed by staff and Governors	September 2009
1.1	Sept 2009	Policy reviewed with minor updates	Version 1.1 shared with staff and submitted to Curriculum Committee	Sept 2011
1.2	Dec 2012	Policy reviewed with minor updates	Version 1.2 shared with staff and submitted to Curriculum Committee	Dec 2013
1.3	Dec 2013	Policy reviewed with minor updates	Agreed by staff and Governors	Dec 2014
1.4	Jan 15	Policy reviewed with minor updates	Agreed by staff and Governors	January 2016
1.5	Jan 16	Policy reviewed with minor updates	Agreed by staff and Governors	January 2017
1.6	Jan 17	Policy reviewed with amendments to 'Content and delivery', 'Monitoring and Evaluation', 'Guiding principles' and Appendix 1.	January 2017	January 2018
1.7	January 2018	No amendments	January 2018	January 2019
1.8	January 2019	No amendments		January 2020
1.9	June 2020	Delayed amendments made based on the introduction of whole school new scheme Jigsaw	June 2020	June 2021

		and trial completion.		
2.0	November 2021	Policy updated to include removing references to RSE.	November 2021	November 2022
2.1	November 2022	Policy Updates to include Lifesavers Financial Programme	November 2022	November 2025
2.2	September 2025	No changes	September 25	September 2028
2.3	June 2026	Changes made to include statutory guidance and Twinkl Life – Consultation sent out to parents and governors.	September 26	September 27

SignedChair of Governors

Signed.....Headteacher

Date

Appendix 1

Guiding principles

The school is aware of its legal responsibilities in regard to drug related incidents and in responding to them. The School's first responsibility is for the welfare of the individual, balanced with the need to protect the community as a whole. The school drug coordinator, Mrs Chamberlain or other safeguarding members of staff, will be responsible for coordinating the management of drug related incidents, offering sources of support and liaising with outside agencies.

Routine arrangements

- **Medicines**

The school has a policy/procedure for the administration of medicines that must be followed for everyone's safety. Our practice is in line with guidance as recommended by Wiltshire School Health and Safety Manual which is with the Site Manager.

- **Alcohol**

No alcohol will be consumed during the course of a normal school day. Alcohol is not permitted on the school premises except with the prior permission of the governing body. Parents, staff and visitors under the effects of alcohol will be asked to leave the premises for the safety of the whole school.

- **Tobacco**

The school is a no smoking premises at all times. Pupils are not permitted to bring to school smoking materials, including matches and lighters. In the interests of health and safety, should a pupil be found in possession of any of these on school premises, they will be confiscated.

- **Solvents**

The school will ensure that potentially hazardous substances are stored safely, and pupils will be supervised if it necessary that they come into contact with them in the course of their work. Pupils are not permitted to be in possession of sniffable products.

- **Illegal drugs**

No illegal drugs are allowed to be brought on to, or used on school premises. To protect the health and safety of the school community regular checks will be made of the site to ensure that drug paraphernalia, particularly needles and syringes, are cleared away safely and legally.

Incidents

A drug related incident may include any of the following:

- Finding drugs, or related paraphernalia on school premises
- Possession of drugs by an individual on school premises
- Use of drugs by an individual on school premises
- Supply of drugs on school premises
- Individuals disclosing information about their drug use
- Rumours of drug possession supply or drug use.
- Reports of drug possession supply or drug use.

Possible procedures for dealing with drug related incidents.

- Recording and Reporting

The school will make a full record of every incident, whether they are emergencies or not, on the Record of Drug related incident, which are kept in the office.

- Range of Responses

After having established the nature of the incident and the needs of all concerned (those directly involved and other members of the school community) an appropriate response can be chosen from a range of possible responses. Possible responses that schools may wish to consider include the following which are described below:

- Early intervention and targeted prevention
- Referral
- Counselling
- Behaviour support plans
- Inter-agency programmes
- Fixed-period exclusion
- Pastoral support programmes
- A managed move
- Permanent exclusion

Some responses may serve to enforce and reinforce school rules. Any sanctions should always be justifiable in term of;

- The seriousness of the incident
- The identified needs of the pupil and the wider school community

Consistency with published school rules, codes and expectations
Consistency with disciplinary action for breaches of other school rules
(such as theft, violence, bullying)

- The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to the drug, providing that all reasonable steps then are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it, for example a police officer.
- In taking temporary possession and disposing of suspected illegal drugs schools are advised to:

Ensure that a second adult is present as witness

Seal and clearly label the substance (include date/time & witness)

Store it in a lockable and secure location with access limited to two senior members of staff

Without delay notify the police, who will collect and dispose of it

Record full details of the incident, including police incident reference number

Inform parents/carers, unless this is likely to jeopardise the safety of the pupil

- Contacting Parents.

There is no legal duty to inform parents/carers about a young person's involvement in a drug related incident but schools are normally advised to involve them and explain how the school intends to respond to the incident and the pupil's needs.