

# Christ Church (Brondesbury) CE Primary School

## PSHE and Citizenship policy

### (including Relationships and Sex Education and Drugs Education)



Date approved	May 2025
Date of next review	Summer 2026
Signature	

*Going for GOLD with faith*

# Christ Church (Brondesbury) CE Primary School

## School Vision

Christ Church (Brondesbury) CE Primary School is a vibrant, welcoming and inclusive school at the centre of our diverse local community. We are perceived as a “family” by all who know us.

As a Christian school, we encourage everyone to be their best and to grow in God's creation. We provide a supportive, safe, respectful and reflective environment in which all flourish irrespective of their culture and belief.

We provide the highest standard of learning for all of our community and encourage them to pursue aspirational goals.

The school's vision is deeply rooted within the scripture passage:

### **2 Corinthians 8:7**

*“But as you excel in everything—in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you—make sure that you excel in this act of kindness too.”*

Our vision is embedded within the Christian values of:

**Compassion, Respect, Friendship, Forgiveness, Perseverance, Wisdom.**

Our vision is expressed by all as **“Going for GOLD with faith”**.

This is explained and explored below:

Vision	Demonstrated as
<b>G</b> ive learning your best	<ul style="list-style-type: none"><li>• Try your best at everything</li><li>• Follow the “give me five” rules</li></ul>
<b>O</b> wn your choices	<ul style="list-style-type: none"><li>• Be respectful and polite</li><li>• Be honest and take responsibility for your words and actions</li></ul>
<b>L</b> ove yourself, as God loves you	<ul style="list-style-type: none"><li>• Love yourself, for you are special</li><li>• Love your neighbours with all your heart</li></ul>
<b>D</b> ream big, work hard and pray	<ul style="list-style-type: none"><li>• Aim high</li><li>• Always be ready to learn</li><li>• With prayer, everything is possible</li></ul>

This policy reflects and supports our school vision in that through our PSHE teaching & learning we strive to “...provide a supportive, safe and respectful environment in which all flourish...”. This is echoed in our Going for GOLD with faith statement through “Love yourself and your neighbours as God loves you.”

## **1. Introduction & Aims**

Personal, social, health and economic education (PSHE Education) and Citizenship in the primary school are planned programmes of learning opportunities and experiences that help children grow and develop as individuals and as members of families and social and economic communities. PSHE Education and Citizenship equip children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE Education provides a focus on the personal dimension and Citizenship a focus on the public dimension. It also provides a framework and ideas for teaching key aspects or 'domains' of emotional intelligence. PSHE and Citizenship enables children to reflect on and clarify their own values, attitudes and feelings and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE and Citizenship is embedded within all areas of school life in Christ Church and is underpinned by the Christian values of the school. It supports schools in meeting statutory responsibilities to promote personal development, behaviour and welfare. It supports the social, moral, spiritual and cultural (SMSC) curriculum.

### **1a General aims of PSHE and Citizenship**

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum, whole school initiatives and projects and the wider life and ethos of the school.
- To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- To prepare pupils to play an active role as citizens and to ensure that children have a good understanding of their responsibilities.
- To teach and uphold British values such as democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- To support pupils in developing a healthy lifestyle including awareness of the importance of healthy eating and exercise.
- To support pupils in developing emotional awareness and a healthy self-esteem as the foundation for positive relationships and mental health.
- To support pupils in developing resilience, empathy and a range of personal and social skills needed for positive relationships and mental health.
- To support pupils' personal development and their understanding and appreciating choices they have around behaviour, relationships, attitude, life style.

### **1b Spiritual, Moral, Social and Cultural Development (SMSC)**

Our aims include:

#### *Spiritual development:*

- Experiencing practices of Christian spirituality
- Providing moments of reflection and stillness for children in the course of the busy school day.
- Providing opportunities to reflect on, consider and celebrate the wonders and mysteries of life.
- Developing children's capacity for critical and independent thinking.
- Fostering self-esteem in children's learning experiences.
- Discussing beliefs, feelings, values and responses to personal experiences.

#### *Moral development:*

- Recognising that all are created in the image of God

- Recognising the unique values of each individual in the school as one of God's creatures.
- Listening and responding appropriately to the view of others.
- Developing children's confidence to deal with setbacks and learn from mistakes.
- Distinguishing between right and wrong.
- Showing respect for the environment.
- Making informed and independent judgements.
- Taking action for justice.

*Social development:*

- Helping children develop an understanding of their individual and group identity.
- Helping others in the school and wider community.
- Recognising that prejudice is unacceptable.

*Cultural development:*

- To recognise and value the richness and cultural diversity in the school and wider society in Britain.
- To build on children's own backgrounds and cultural heritage as a link into learning in a variety of subjects.
- To provide enrichment opportunities to develop children's understanding and appreciation of a range of artistic, sporting and creative pursuits.

## **1c British Values**

The Department for Education state that there is a need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

At Christ Church CE Primary School these values are reinforced regularly and in the following ways.

*Democracy:*

Democracy is embedded across the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our Pupil Parliament and regular questionnaires. The elections of the Pupil Parliament members and Head Boy & Girl are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action. Democracy is also a discrete topic on the PSHE curriculum in Years 5 and 6.

*The Rule of Law:*

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. Our school rules, based on our Christian values, and these are embedded in our work every day. Each class also discusses and sets its own class charter that is clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

### *Individual Liberty:*

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our PSHE and E-safety lessons. Whether it is through choice of challenge, of how they record, of participation in our numerous extra- curricular activities, our pupils are given the freedom to make choices.

### *Mutual Respect:*

Respect is one of the core values of our school and it is deeply embedded in all that we do at the school. It is the basis for many of the other Christian values of our school community. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. This core value underpins our work every day both in and out of the classroom.

### *Tolerance of those with different faiths and beliefs:*

Our Christian values of compassion, humility, trust, friendship, koinonia, wisdom, service, peace – along with the core value of respect - promote tolerance of those who have different faiths and beliefs. Christ Church CE Primary School enhances pupils understanding of different faiths and beliefs through RE, Collective Worship and assemblies, the PSHE curriculum, visits to other schools and welcoming visitors from other schools that maybe a contrast to our own. With a rich diversity of cultural heritage and spoken languages in our school community, we are able to use children's own backgrounds as the starting point for discussion and learning. Beliefs, traditions and customs are studied in depth, with visitors being invited in to our school to enrich and extend understanding. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.

## **2. Statutory Requirements**

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

## **3. Content, organisation and planning of PSHE and Citizenship**

As well as the school ethos which is built on our Christian values, SMSC and British values, there are different strands to the delivery of PSHE and Citizenship:

- 1) The discrete PSHE curriculum with a clear Scheme of Work – taught through the **Jigsaw** programme
- 2) Teaching PSHE through, or linking it with, other curriculum areas.
- 3) Active citizenship projects
- 4) Whole school events which are built into the school calendar
- 5) The school's Behaviour and Anti-Bullying Policy

### **3a The discrete PSHE Curriculum**

The Scheme of Work for PSHE has been updated to take into account topical issues and is taught through discrete regular lessons of 30-45 minutes. There are clear links with aspects of the RE, PE and Science curriculum. The range of topics taught in PSHE follows three broad categories which

are based on the PSHE Association Guidance: Health and Well-Being, Relationships and Living in the Wider World (economic wellbeing and being a responsible citizen).

The PSHE curriculum is taught all year through following the topics:

- Dreams and Goals – Our Garden of Dreams and Goals
- Healthy ME – The Healthy, Happy Me Recipe Book
- Relationships: The Relationship Fiesta
- Changing me: Tree of Change Display

Each topic is covered in every Year Group, but at a level appropriate to the age group.

A range of teaching strategies are used to deliver PSHE in the classroom. The emphasis is not on reading and writing activities but on active teaching methods and the participation of pupils such as:

- speaking and listening activities
- drama and role play
- group work activities
- enquiry and research
- circle time
- art and craft
- dance, music and stories.

### **3b Teaching PSHE through, or linking it with, other curriculum areas**

- RE – religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships
- Science – the body, hygiene, teeth, healthy eating, exercise, drugs including medicines, puberty and reproduction, safety, the environment
- Humanities – difference and diversity within societies, significant people and role models, experiences from the past, sustainability, the local environment, different parts of the world, globalisation, inequalities
- Literacy – stories, poems, feelings and experiences
- Numeracy – money, financial capability, enterprise and business
- ICT – communicating with others via email, using the internet
- PE – health and safety, personal and social skills through team and individual activities, games and sports

### **3c Circle Time**

Circle Time is used regularly throughout the school as part of our PSHE curriculum. This helps to develop the class' sense of community and provides a forum for discussion. Sometimes these sessions may be pre-planned and linked, for example, to the PSHE curriculum. At other times Circle Time may be used in response to things happening in the playground or in the classroom.

### **3d Active citizenship projects**

- Positions of responsibility – Pupil Parliament, Head Boy/Girl
- School Travel Plan - Junior Travel Ambassadors (JTAs)
- Clubs and enrichment opportunities, such as visits to places of worship and places of interest around the city.

### **3e Links with the wider community**

Visitors are welcomed into our school and visits to places of local interest are a regular part of the PSHE, RE and Humanities curriculum. Links with the parish of Christ Church & St Laurence are fostered through church visits for special celebrations each term. Banks and local businesses are also approached as possible resources to support economic capability and financial wellbeing. The school also supports a number of local charities, as well as national and international charities. The development of a strong home-school agreement is also regarded as important, enabling parents and teachers to work in an effective partnership to support the children.

### **3f Whole school events**

A number of whole school events which support the PSHE and Citizenship curriculum take place each year. **These may include events such as:**

- Residential trips
- Black History Month
- Holocaust Memorial Day
- Friendship Week (National Anti-Bullying Week)
- Road Safety Week
- Digital Safety Week
- Christian Aid Week
- Walk to School Week
- Environment Week
- Bishop's Lent Appeal
- ALMA

### **3g The place of PSHE and Citizenship within Healthy Schools and OFSTED**

Every effort is made to ensure that the environment and resources promote a healthy school both inside the building and in the playground. The revised OFSTED category of 'Personal Development from September 2019 may look to Healthy Schools initiatives as evidence that the school is meeting its duties.

'Personal development' suggests a focus on emotional literacy, on the understanding and expression of a range of emotions and especially managing anger, frustration and upset. In Christ Church our restorative approach to behaviour contributes to the provision of a range of strategies to support children with conflict resolution. It also relates to the provision schools implement around Digital Safety and Child Sexual Exploitation, grooming and consent issues.

The new OFSTED emphasis on 'welfare' relates closely to healthy living and lifestyles. It suggests schools focus on healthy eating and food choices, the importance of exercise and the dangerous effects of tobacco, alcohol and other substances. To this end, Christ Church already provides information for parents about healthy packed lunches, morning fitness and fruit clubs, and a range of after school sporting activities. In Years 5 and 6 pupils attend sessions from specialist companies such as Wizard Theatre and the local RSE consultant on a range of issues relating to healthy relationships, domestic abuse, consent, crime in the community and other safety issues.

## **4. The School's Behaviour and Anti-Bullying Policy**

The Behaviour For Learning and Anti-Bullying policy at Christ Church makes clear the rights and responsibilities of pupils, parents, staff and governors regarding behaviour and bullying issues. The restorative approach provides a clear and structured framework which allow behaviour to be managed consistently across the school.

## **5. Relationships, Sex & Health education**

Relationships, Sex & Health Education (RShE) is an integral part of PSHE and focuses in the primary schools on teaching and learning about relationships. It includes the life cycle of a human being and encompasses puberty and changes that occur physically and emotionally during this age group and early adolescence. The overall objective is to support young people through their physical, emotional and moral development and to learn respect for themselves and others.

The values and processes behind the teaching and learning of RShE at Christ Church (Brondesbury) CE Primary School are outlined in our separate Relationships Education Policy.

## **6. Content, organisation and planning of PSHE and Citizenship**

The National Curriculum Science sets out statutory elements that schools are compelled to cover:

*In Key Stage 1 children learn how/that:*

- Animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and name the main external part of the human body.
- Humans can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

*In Key Stage 2 children learn about:*

- The life processes common to humans and other animals including nutrition, growth and reproduction.
- The main stages of the human life cycle, including puberty.

These objectives cover the biological aspects of RSE. The non-statutory framework for PSHE covers the relationship and emotional aspects of RSE.

In accordance with the Christian values of our school, we provide the following learning opportunities:

*By the end of Key Stage 1, children will have learnt:*

- How to make simple choices that improve their health and well-being.
- How to maintain personal hygiene.
- The names of the main parts of the body, (Science Curriculum)

*By the end of Key Stage 2, children will have learnt:*

- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- About how the body changes as they approach puberty.

## **7. Equal Opportunities**

*Gender*

We use single sex groupings for work on certain topics where appropriate. This may include the teaching of "sensitive" topics, such as puberty by a teacher of the same sex as the target group.

*Ethnicity*

At Christ Church we have a wide range of ethnic backgrounds and recognise that different cultures deal with sex education in different ways. By consulting with parents and governors, we aim to provide an RSE curriculum that is culturally appropriate and inclusive of all children.

#### *Special Educational Needs*

All children will be able to access the RSE curriculum regardless of their ability, learning needs or difficulties. Teachers will ensure that lessons are appropriately differentiated.

### **8. Withdrawal from RSHE lessons**

**Parents do not have the right to withdraw their children from relationships education.**

*Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, due to the diverse cultures and faiths within our school, it should be noted that **Christ Church (Brondesbury) CE Primary School only teaches content which is statutory to the RSHE and Science curriculums.***

*Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. The Headteacher will then discuss these requests with the concerned parents.*

### **9. Drugs, Tobacco and Alcohol education**

The school does not condone the misuse of drugs and alcohol or the illegal supply or possession of these substances, by staff or pupils in the school. The school does not tolerate pupils or staff being under the influence of alcohol or drugs whilst in school. This policy applies to all pupils, parents/carers, staff members and volunteers attending the school or whilst on school business, off site visits and trips. This policy is concerned with all drugs including alcohol and tobacco, volatile substances and over the counter medicines.

#### **Aims**

At Christ Church CE Primary School we believe, as part of the care and welfare of young people, we have a duty to inform and educate young people on the consequences of substance use and misuse, as part of a wider public health education curriculum. We aim to provide a Drugs Education which enables:

- Pupils to have relevant knowledge and information which is easy to understand and appropriate to their age and maturity.
- Understand what drugs are, their uses and their effects.
- Have an understanding of drugs they may come into contact with.
- Consider the social, health and legal issues related to drug use.
- Build their confidence and assertiveness skills to be able to cope with situations where drugs are on offer and to resist peer pressure.
- Make informed decisions about how they manage their lives, including their own safety and health-related behaviour.

#### **Dealing with difficult topics/sensitive questions**

All teachers are expected to deliver PSHE including Sex and Relationships Education and Drugs, Tobacco and Alcohol Education. All staff will be given appropriate training and support and the PSHE Co-ordinator will have access to specialist training. All attempts are made to include pupils of all ability, including differentiation for pupils with SEN.

All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions.

'Silly questions' often are a result of children testing boundaries or having little interest in the subject. In this case, teachers will not answer questions, explain that they are inappropriate and breach the ground rules.

'Concerning questions' could possibly be indicative of safeguarding issues. In this case, teachers will follow the school's procedures.

'Genuine questions' may arise when a child has a genuine but age inappropriate question. In this case, the question will be acknowledged with a promise to return to it later. The class teacher then needs to consult with the parents/carers and discuss if they would like to answer, or if they want the school to answer. If it is the latter, it will be discussed with parents how much information they are happy for their child to receive.

### **Confidentiality and safeguarding procedures**

It is important that staff know and adhere to the school's policy in relation to confidentiality and child protection issues. Staff need to be clear they cannot offer unconditional confidentiality to pupils and that the boundaries agreed by the school in relation to sensitive issues are adhered to.

See the school's Safeguarding of Children/Child Protection Policy for more information.

If there is an occasion when a member of staff is approached by a pupil who is sexually active or contemplating sexual activity, this should be viewed as a child protection issue and the school's safeguarding policy should be followed.

### **Pupil participation**

Our school attempts to meet the needs of our pupils by tailoring the curriculum to look at issues that are relevant to their lives as members of a local community as well as general issues that affect us all. It is on the basis of local need i.e. the pupils' own starting points that we refine and adapt the curriculum coverage as much as possible.

### **Involvement of parents/carers**

It is important to have the support of parents and the wider community for the PSHE and Citizenship programme. Parents will be given the opportunity to find out about and discuss the schools' programme such opportunities as written information sent home, display around the school, parents evenings, invitation to sit on working parties.

We recognise that parents are the key people in teaching their children about sex and relationships and as a school, we want to work alongside parents to deliver the curriculum. We seek to gain the support of parents through sending letters home and hosting a parents' information session/workshop with an opportunity to review resources before the unit of work starts. This provides an opportunity for parents to raise issues that they feel need to be addressed.

## **10. Assessment**

At Christ Church CE Primary PSHE and Citizenship is assessed through two broad areas:

- Children's knowledge and understanding eg. information on health, understanding of rules, the meaning of ideas including democracy;
- How well children can use their knowledge and understanding in developing skills and attitudes and developing the dispositions needed to be active and responsible citizens of the school and in the wider community. This might be evidenced through participating in discussion, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

End of key stage statements for PSHE can be used as a benchmark against the following broad areas:

- 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.

Assessment in PSHE and Citizenship does not judge the worth, personality or value of an individual child or their family. Assessment should:

- Actively involve pupils as partners in the assessment process
- Involve discussions with pupils about learning objectives and desired outcomes
- Give opportunities for pupils to give and receive feedback on their progress and achievements
- Be ongoing, diagnostic and inform future teaching and learning.

## **11. Roles and responsibilities**

### **11a The Governing Board**

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation

The governing board will hold the headteacher to account for the implementation of this policy.

### **11b The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school

### **11c Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### **11d Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **12. Monitoring and evaluation**

To ensure the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers' planning, subject leader evaluations, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE

programme, in particular, will be evaluated by pupil feedback and implementing change if required. Other forms of evidence may come from behaviour records and audits of policies.

**See related policies:**

Behaviour and Anti-Bullying Policy

Equalities Policy

Equalities Plan

RE Policy

Science Policy

Confidentiality Policy

Safeguarding and Child Protection Policy

Relationships Education Policy