



PSHE & RSE Policy

Policy Date 2024/2025

Ingol Community Primary PSHE & RSE Policy

At Ingol C.P. we are committed to the development of children's social, emotional skills, children's self esteem, their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community. This commitment is embodied in the school's mission statement and aims; it contributes to the positive ethos of the school and guides the systems, policies and 'day-to-day' running of the school. PSHE is recognised as an important, statutory aspect of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities and develop the knowledge and understanding to make informed choices.

Intent

Our PSHE is split into three topics across the year and taught in a spiral curriculum, where knowledge of each topic is built on year on year:

Relationships

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- . Managing Self and building relationships
- Explain the reasons for rules

Wider World

Understanding the World Past and Present

- Talk about the lives of the people around them and their roles in society:
People, Culture and Communities

- Know some similarities and differences between different religious and cultural communities in this country.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

Health & Well Being

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

EYFS

In Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. These are split into 3 areas:

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs

Links to other initiatives and policies

PSHE is linked with a variety of initiatives in place at Ingol C.P. Community Primary School. We are involved in the Healthy Schools Initiative and we are committed to giving our children the best information we can regarding healthy lifestyles, so that they are able to make informed choices for themselves.

At Ingol C.P., our children are encouraged to develop their thinking skills through questioning and debating issues that might arise in their own lives and those of others. We believe that children, who are given the opportunity to share their ideas and opinions within the safe environment of the classroom, are children who will ultimately grow in confidence, enabling them to make better decisions for themselves both inside and outside of school. The school has a School Council which meet regularly to discuss the views of pupils, to make decisions and draw up actions plans which contribute to school improvement.

All children need to feel valued and should be given the opportunities to succeed to the best of their abilities. Our school is dedicated to delivering teaching that is stimulating and appropriate to every child's needs, ensuring the inclusion of all pupils, for example pupils with Special Educational Needs and Gifted, Able and Talented pupils, as well as with regard to gender and equality issues. This is done through carefully planned lessons and, if necessary, individual or small group input from our staff or outside agencies. PSHE is delivered throughout the curriculum both as stand-alone planned lessons, and within the whole school ethos, which continually promotes its central importance to a well-balanced, child-centred curriculum.

TEACHING AND LEARNING

Scheme of Work

We follow a programme of study developed from the PSHE Association's Primary Scheme of Work Planning Toolkit, which is recommended by the Department for Education.

Our programme of study covers all aspects of Personal, Social, Health including the new statutory Relationships (families and friendships, safe relationships and respecting ourselves and others), Health and Well Being (physical health and mental well-being) alongside learning about the Wider World (media literacy and digital resilience and money and work). We also use SCARF which promotes positive behaviour, mental health, wellbeing, resilience and achievement.

Right to withdraw

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

A letter will be sent out before non-statutory lessons are given with the right to withdraw, along with a face to face consultation from a trained professional to discuss what will be taught.

Planning

In KS1 and KS2 Medium Term Plans are drawn up from the PSHE Association Scheme of Work, and where appropriate are related to the overall termly curricular theme. A PSHE lesson is timetabled on a weekly basis, as well as short sessions (for example using a circle time game) whenever necessary. The knowledge and skills are also brought into a range of subjects, thus making the learning more connected and relevant. In Early Years Foundation Stage, Medium Term Planning is drawn from the EYFS curriculum and the three areas of learning; it is recognised that opportunities are often spontaneous, following the children's experiences, ideas and learning. PSHE medium term plans are on our website if you wish to look.

Approaches to teaching and learning

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision.

The curriculum is approached in a variety of ways, using a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events, for

example fund raising for charities, through links with the community and visitors to school.

As a School PSHE is most effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting approximately a half a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened.

In addition, PSHE is developed through whole-school activities and events:

- Our school council; the representatives from each class meet regularly to discuss school matters.
- We offer a residential visit in Key Stage 2 to Tower Wood where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed weeks; our children take part in themed weeks and whole school events.
- Visiting speakers.
- A variety of clubs.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the British Values within all of our teachings to establish an effective and safe school environment.

Assessment and recording

We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

Each class has a PSHE floor book, where they record their work throughout the year and an assessment at the end of each topic. Children who struggle with any topics in PSHE will be recognised and appropriate nurture groups will be introduced to meet their need.

Inclusion

Children of all abilities and beliefs should have access to the PSHE curriculum. Careful consideration should be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or Teaching assistants will work with individual pupils where required, and if appropriate. Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher with the support of the Special Educational Needs Co-ordinator (SENCO) and PSHE co-ordinator. It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.

Within the planning of PSHE, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.

We aim to provide for all children so that they achieve as highly as they can in PSHE according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment with help from our Learning Mentor. Gifted children will be identified and suitable learning challenges provided.

Equal Opportunities

All children are provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Pupils Premium

All staff know which pupils meet this criteria in their own class. Staff are utilised to ensure that these pupils have the support they need to make good progress – this may be in a group of pupils with SEN, in a group of low achievers or in a group of very able pupils.

The Role of the Subject Leader

The role of PSHE Subject Leader is as outlined by the general school policy and job description and includes:

- To prepare a policy and scheme of work, evaluating and reviewing as necessary.
- To co-ordinate and lead the implementation of the policy throughout the school.
- To monitor and support the teaching of PSHE throughout the school.
- To monitor and maintain the condition and availability of resources within the school's budget.
- To keep up to date with developments and use appropriately.
- To provide INSET activities when necessary.
- To liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement.

M Jones Sept 2024

To be reviewed Sept 2025

