



Ireby Church of England Primary School

PSHE

Signed by:

_____  _____ Head Teacher

Date: 7th September 2023

Next review date: October 2025 or sooner if required

School Governance:

Responsibility of the school leadership

PSHE

Christian vision: 'Created to do Good' Ephesians 2:10

By instilling our values through our learning and play, it is our hope that our children develop a deeper understanding of themselves and the world around them. We want our children to know that they are part of our local, national and global community and that, in their own way, they can help to make our world better place.

Our Aim

To build children's PSHE skills and knowledge towards specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory, enabling them to know more and do more and fulfil our Christian vision of being healthy, active citizens who can contribute positively to making our world a better place both during their time at Ireby and beyond.

Our Intent

Our PSHE curriculum aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century.

The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Ireby's RSE/PSHE curriculum covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education.

Our curriculum covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).'

Children's learning through our curriculum significantly contributes to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental **British values** which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

Our curriculum does not specifically cover gender identity, although identity is a theme that runs through all year groups and units more generally. Gender identity does not form part of the National curriculum, and our teachers and school leaders to refer our own school's policies and procedures when considering how to address sensitivities within this area.

At Ireby, we recognise that quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'.

In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

Implementation:

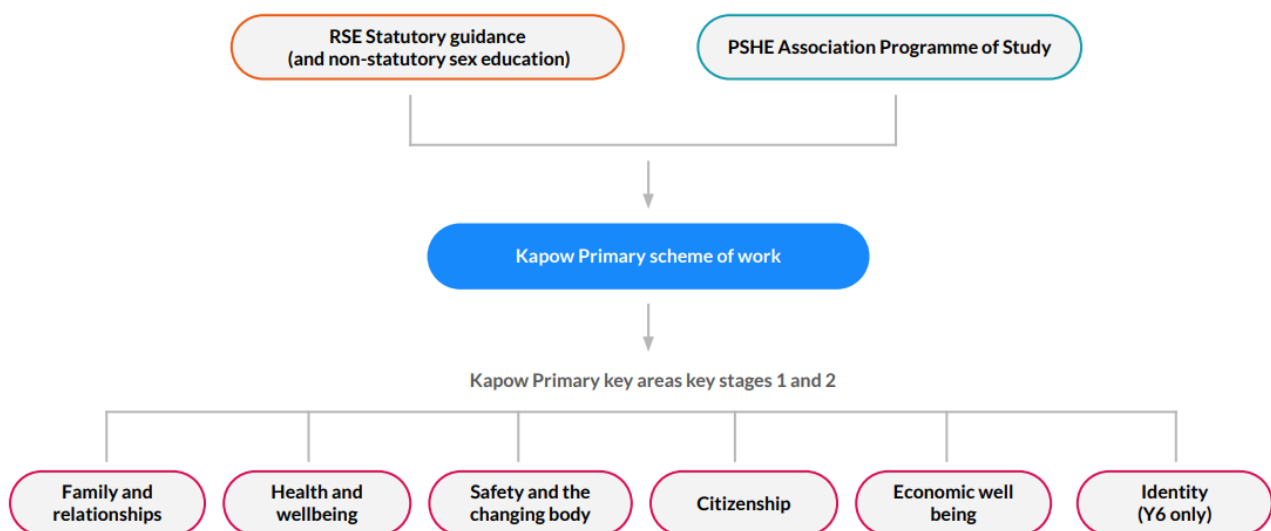
Our PSHE curriculum works on a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2. Our curriculum is supported by the Kapow Scheme of work.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing



Each area is revisited each year (see our Long-term plan below) to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in our Year 6 curriculum.

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress.

In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with computing for online safety and science for growing, nutrition, teeth, diet and lifestyle.

Our curriculum provides consistent messages throughout the age ranges including how and where to access help.

Implementation of PHSE will be in-line with our [Curriculum intent, implementation and impact policy](#).

Impact

Each lesson within our curriculum features assessment guidance, supporting our teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson.

Each unit of lessons comes with an Assessment quiz and Knowledge catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.

Once taught the full curriculum, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

Timetabling and organisation

EYFS and Key Stage 1 are taught in their class, Key Stage 2 are taught as Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 5 and 6). In Key Stage 1 and 2, PSHE is planned on a two-year rolling programme. There is 1 hour per week timetabled for key Stage 2, and 40 minutes for Key Stage 1.

End points

Our PSHE curriculum supports every child to reach a required 'end point' by the end of each Key Stage. These 'end points' reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

Our [Progression of skills and knowledge document](#) highlights the endpoints for each year group. By the end of Key Stage 2, children will be assessed against the statements in Year 6.

Our Long term plan

CYCLE A		Autumn Term		Spring Term		Summer Term	
EYFS	Self-regulation: My Feelings	Building relationships: Special relationships	Managing self: Take on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My well-being	
KS1	Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition	
LOWER KS2	Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition	
UPPER KS2	Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity	
CYCLE B		Autumn Term		Spring Term		Summer Term	
EYFS	Self-regulation: My Feelings	Building relationships: Special relationships	Managing self: Take on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My well-being	
KS1	Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition	
LOWER KS2	Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity	
UPPER KS2	Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition	

Our sequence of learning

Our units of work are carefully sequenced and repeated in order to support our aim to build children's PSHE skills and knowledge towards specific '**end points**' at each key stage of their learning, and commit this learning to their long-term

memory. To find out more about our progression of skills and knowledge click on our [PSHE progression link](#).

Monitoring and evaluation of effectiveness of this policy

The headteacher and PSHE subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our PSHE leader will sample lessons during the year
Pupil voice	Samples during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards year group 'end points' and record data on Scholarpack for evaluation by the subject leader

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's PSHE policy so that we can take account of new initiatives and research or any changes in the PSHE curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.