



PSHE

POLICY



PSHE Policy

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Curriculum Intent

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community.

We do this through:

A COMMITMENT TO ACADEMIC EXCELLENCE

A PASSION FOR CREATIVITY

NURTURING SOCIAL INTELLIGENCE

WORKING WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for the creative arts and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals. .

We want all our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead, whilst celebrating everything that makes us special

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We work alongside parents as a partnership. We are committed to developing meaningful links with organisations and individuals in our area.

PSHE at Rodings

National Curriculum

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own

health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Subject Overview

PSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

PSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Curriculum Content for PSHE

At Rodings, our PSHE curriculum has been designed in accordance with PSHE Association guidance and provides full curriculum coverage, including all the statutory content, for each year group. Our curriculum is divided into the following core themes, which are visited in each year group: family and relationships; keeping safe; health and wellbeing; citizenship; economic well being and identity (Year 6 only).

Each unit includes an overarching question, which begins in Key stage 1 as 'What?' and 'Who?' questions and builds throughout Key Stage 2 into 'Why?' and 'How?' questions. Developmentally appropriate learning objectives are used to respond to each key question; however, teachers can adapt these units based on the needs of their class. Our curriculum follows a spiral approach, where themes are revisited within each year group and teaching builds according to the age and needs of the pupils throughout the primary phase.

Our Relationships and Sex Education is taught in addition to these units. For further information, please access the RSE policy.

EYFS

Personal, Social & Emotional Development is one of the prime areas of our EYFS curriculum. At Rodings we follow the 'in the moment planning' approach to our teaching and learning in Reception. The central principle of this is that the children follow their interests within a stimulating environment that is managed and organised by the adults. We believe that children have a "natural desire to explore, communicate, create and learn and it is our job to

create an environment to enable them to do just that" (Anna Ephgrave). As practitioners, we use our knowledge of the EYFS and the individual child to look for 'teachable moments' in their play in order to plan and assess. Children learn and develop when they are closely observed by adults, and these observations are used to support their 'next steps' within that interaction.

Feedback

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or unit, for example in a plenary
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Our Feedback Policy contains a list of effective feedback strategies that are used at Rodings Primary School. The list consists of best practice from across the UK. Teachers are trusted to use a range of these strategies and to match the strategy to the needs of the class or individual pupil. For PSHE, immediate and summary feedback will be used most commonly, with most feedback being given within the lesson.

Assessment

An array of assessment techniques are used at Rodings to establish the attainment, achievement and progress of children that attend the school. These assessments are used to clarify the teachers thoughts and observations about the children they teach and to make a judgement on the child's termly and end of year outcomes.

The assessments used in Rodings Primary School are designed to give teachers the most accurate information possible but without adding significant workload onto the school staff.

An assessment cycle is in place and is designed so that information is collected efficiently and to avoid any overlap or repeated recording of the same information.

Assessments should also be used to celebrate success however big or small, furthermore, assessments should not put unfair or undue stress or pressure onto a child.

Disadvantaged provision/considerations

At Rodings, we believe that all children should have an equal opportunity to thrive and achieve through a rounded education which enables them to reach their full potential. We use our best judgement and knowledge of who may be at a disadvantage in areas we have identified at the school. We plan and deliver our teaching and learning to provide provisions to enable disadvantaged children the equal opportunities. This is particularly important when delivering the PSHE curriculum, and teachers will need to consider the needs and life experiences of the children within their class to ensure that lessons are planned and delivered in a way that is meaningful and appropriate.

SEND/Inclusion provision

At Rodings, we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best efforts to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need, as identified in the SEND Code of Practice (2015). These are: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical

High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is 'additional to or different' from this, *this* is a special educational provision.

As far as is appropriate, pupils with special educational needs will follow the same PSHE education programme as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants will work with individual pupils where required, and if appropriate.

More Able provision

At Rodings Primary School we believe in providing the best possible provision for pupils of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.