



Rainbow Education Multi Academy Trust

TOWNFIELD PRIMARY

PSHCE Policy

Personal, Social Health & Citizen Education



Contents

1. Curriculum aims	2
2. Legislation and guidance	3
3. Roles and responsibilities.....	4
4. Organisation and planning	5
5. Inclusion.....	7
6. Monitoring arrangements.....	7
7. Links with other policies	8

PSHE aims

We aim to provide our pupils with an engaging and empowering PSHE curriculum that equips them for today and tomorrow, building on their natural curiosity and thirst for new experiences and knowledge.

Our PSHE curriculum aims to improve the life chances of all children by ensuring each child becomes:

- A **resilient individual**, who tackles challenges positively and makes good progress by knowing more and learning more.
- A **respectful person** who values other people’s perspectives, beliefs and differences in culture, gender and sexuality.
- A **responsible citizen**, able to live a safe and healthy life and also make a positive contribution to society.

We aim to:

1. Provide a safe, positive and supportive learning environment in which pupils are confident to identify, discuss and address concepts and issues at an age appropriate level.
2. Ensure that all sessions, including those on ‘risky’ behaviours, remain positive in tone by clarifying the consequences of a lifestyle choice in a supportive and positive way that will never involve attempts to shock or scare.
3. Implement a structured programme of learning in RSE education as an integral part of PSHE education, which is enhanced by further opportunities for learning throughout the curriculum and school life.
4. Encourage children to assume responsibility for their learning and become active participants in school life.
5. Develop children who are confident, with positive self-esteem and self-worth.
6. Provide children with the knowledge, understanding and skills necessary to lead a healthy lifestyle.

7. Ensure children understand how to identify and maintain their own and others' physical, mental and emotional health and well-being and how positive relationships can help support mental well-being.
8. Support and develop children who can identify, understand and manage change, including puberty, transition and loss.
9. Nurture pupils who exhibit the skills, character traits and attributes required to identify and maintain a variety of healthy, positive relationships both on and offline
10. Develop pupil's ability to recognise and manage emotions within a range of relationships.
11. Provide children with the information and skills to be able identify negative relationships or behaviours, including all forms of bullying, abuse, bigotry and to be able to seek help and support.
12. Ensure all pupils understand: what a relationship is; what friendship is; what family means and who the people are who can support them.
13. Develop children who: take turns, treat each other with kindness, consideration and respect, understand the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy.
14. Develop children's confidence and the knowledge needed to recognise and report abuse of any form, through focusing upon identifying personal boundaries and privacy.
15. Nurture children who understand safety issues and undertake risk assessments in everyday life.
16. Encourage pupils to learn, understand and respect the differences and similarities between people of different cultures, religions and nations.
17. Nurture pupils who exhibit the skills and attributes required to identify and maintain a variety of healthy, positive relationships.
18. Nurture pupils who are responsible and independent members of the school community and positive, active members of a democratic society.
19. Ensure that children can identify, understand and promote children's rights in order that they begin to promote and/or effect change locally, nationally and globally to ensure others' rights.
20. Provide children with the skills and experiences necessary to develop their readiness and suitability for employment in order to effect economic well-being in adult hood.
21. Understand current environmental issues and contribute to changes in attitude and behaviour to help effect change.
22. Ensure that all staff and Governors understand and fulfill their responsibilities regarding RSE and PSHE Education and are knowledgeable, confident and effective in their roles.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced PSHE curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) that we have chosen to follow. We have also chosen to include some of the [Sex Education programme of study](#) that is non-statutory for primary school.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The Trustees

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the PSHE curriculum has aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › They manage requests to withdraw children from PSHE, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

- The deputy headteacher, is the curriculum leader and is responsible for ensuring a high quality, broad and balanced, progressive curriculum across school. This will be achieved through working with the PSHE subject leader to monitor planning, teaching and standards.
- The PSHE subject leader is responsible for planning curriculum overviews, progression 'Milestone' documents and short term planning for PSHE. They also need to lead on CPD for PSHE, monitor teaching and standards and ensure their subject is well resourced.
- The SENDCO will work with the PSHE subject leader and class teachers to ensure that the needs of SEND children are planned for so that they can still access the expected learning outcomes. This also includes the line management of the Teacher of the Deaf to ensure that all deaf children are appropriately supported and able to access the curriculum.



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- The Learning Mentor is consulted with when necessary to ensure that individual children are able to access lessons that may be personally challenging.
 - Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

The curriculum is broad and balanced and learning is progressive

- The PSHE subject leader uses their expertise to develop a 'Curriculum Overview' and 'Curriculum Milestone' document for their curriculum area. These identify National curriculum coverage, structure and key skills that need to be attained as children move through each term, year group and Key Stage.
- The PSHE subject leader is responsible for short term planning across the school to ensure that learning is progressive and well sequenced. Prior learning, crucial knowledge/key concepts for the end of each lesson and the end of the unit is clearly identified.
- Links have been made between the EYFS curriculum and the National Curriculum to ensure that knowledge and skills are build upon the children's learning and experiences in the Foundation Stage.

The curriculum is broad and balanced and the retrieval of previously learned content is frequent and regular

- PSED/PSHE features on the timetable every week.
- Where appropriate, links between subjects are made to support engagement, relevance and meaning to the curriculum. This also enables key learning to be re-visited.
- Many of the units taught in English as well as story times sessions link to the topics taught in PSHE.
- As reading is such an important skill, it is features highly in PSHE lessons. Teachers regularly share non-fiction texts to extend the children's vocab and model effective reading.
- Information Technology is used as a tool to engage, motivate and personalise learning in PSHE lessons.



- All lessons include 'sticky learning' opportunities in the form of a quick or quiz where children are expected to retrieve key knowledge and concepts.
- Time is given to ensure depth of learning. Lessons are planned to ensure enough time is given to explore and deepen key learning.

Learning is enriched

- PSHE is made memorable and engaging through first hand experiences. These include "hands on" opportunities, educational visits, visitors to the school and residential visits in Year 2, 4 and 6.
- High quality resources support children exploration and learning in PSHE lessons.
- Children are also given opportunities to explore and extend their interests in learning activities after the school day.

Vocabulary is taught explicitly in every lesson

- The teaching, modelling and use of explicit subject vocabulary is a key part of every unit of work in PSHE and is incorporated into daily lessons.
- The PSHE subject leader has mapped out vocabulary throughout school to ensure that it progresses through each year group and key stage.
- Cross-curricular vocabulary links are made where possible.
- Vocabulary development is supported through the use of word banks for children to refer to for each new PSHE topic, display and lists are sent home at the beginning of topics.

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with SEN, including deaf children in our base
- › Pupils with English as an additional language (EAL)

The PSHE subject leader will plan lessons so that pupils with SEN and/or disabilities can study PSHE wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in PSHE.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Trustees monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the PSHE.

The ‘Standards Committee’ has a specific curriculum focus and meets regularly to monitor PSHE attainment and progress of the children.

There is a link trustee for PSHE who meets regularly with the subject leader to find out about attainment, progress and future priorities.

The Senior Leadership Team, the curriculum leader and subject leaders monitor the way the PSHE is taught throughout the school by:

- Learning walks;
- Planning scrutiny;



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- Work scrutiny;
 - Scrutiny of environment and display;
 - Talking to pupils;
 - Scrutinising assessment data for PSED in the EYFS.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. This policy will be reviewed every year by the curriculum leader.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy
- Equality information and objectives
- Pupil Premium policy
- Relationships and Sex Education