



PSHE and RSE Policy

This policy has been adopted by the governing body of
Huyton with Roby C.E. Primary school
It will be reviewed annually or as required.

Date written June 2021

Signed: Mrs J Stratford - Headteacher

Signed: Mr D Bradbury - Chair of Governors

'Teach children how they should live and they will remember it all their lives' Proverbs 22:6

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PSHE and RSE Intent Statement

To provide all children with a whole school PSHE programme which integrates RSE within the wider themes of the Personal, Social, Health, Citizenship and Economic Education curriculum.

To teach children in a way that is sensitive to their individual cultural and economic background.

To equip our pupils with knowledge, understanding and skills to enable them to make decisions and choices, now and in the future, which will lead to positive relationships and a healthy lifestyle.

Through the PSHE and RSE programme of study we want to ensure that all children:

- ✓ develop confidence in talking, listening and thinking about feelings and relationships.
- ✓ can recognise the characteristics of healthy and unhealthy relationships.
- ✓ develop their self-esteem, self-confidence and sense of responsibility.
- ✓ develop the skills to manage and talk about their emotions.
- ✓ are able to name parts of the body and describe how their body works.
- ✓ are prepared for puberty.
- ✓ can protect themselves (including online) and ask for help and support.
- ✓ understand the value of money and how to budget.
- ✓ recognise the wealth of career opportunities that are open to each of them.
- ✓ are prepared to make the most of life and work.
- ✓ are able to identify risks in a range of situations as well as having the knowledge to make sensible and wise choices regarding their health and fitness.
- ✓ understand the importance of having 'good' mental health and recognising ways that they can improve their sense of wellbeing.
- ✓ achieve their academic potential.

To allow our children to achieve and be successful across the curriculum, we ensure that PSHE and RSE lessons involve the use of quality texts and materials, when appropriate, so that children are acquiring rich and meaningful vocabulary as they study each topic. In addition, we aim to revisit and revise vocabulary so that they are given plenty of opportunities to use new vocabulary and language in the correct context. This ensures that reading and language learning is at the heart of lessons.

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Our ASPIRE curriculum:

A knowledge rich curriculum, responsive to the needs and interests of all children;

Seeking to prepare children for life;

Promoting perseverance, resilience, independence and an understanding of the diverse world God has created;

Inspiring our children through exciting and challenging experiences with

Reading at the heart of our curriculum;

EMBEDDING the development of rich and purposeful vocabulary and language;

PSHE and RSE is linked to Our ASPIRE curriculum in:

A knowledge rich curriculum, responsive to the needs and interests of all children;

The PSHE curriculum is personalised to the needs of our children by using local health data where appropriate and knowledge of the local area and experiences of the children. It is focused on a knowledge-based approach and building on key knowledge and skills.

Seeking to prepare children for life;

The PSHE and RSE curriculum teaches children about healthy relationships; how to maintain a healthy lifestyle; making decisions; recognising risk; being independent and developing their self-confidence and self-esteem so that they can aspire to be the best version of themselves.

Promoting perseverance, resilience, independence and an understanding of the diverse world God has created;

Our PSHE curriculum teaches children to be tolerant and treat everyone equally and value diversity. It teaches children to persevere, set goals and reach for them. It teaches them how to manage challenges and how to build up resilience and how to develop a 'bounce back' when they face obstacles and challenges in life.

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Inspiring our children through exciting and challenging experiences with

Reading at the heart of our curriculum;

PSHE lessons will include a variety of opportunities for pupils to develop their reading skills through many parts of the lesson. This may be through reading powerpoints and texts as a whole class or through individual, paired and group activities. For example, the children may read through scenarios picking out key details or summarising the view point, reading stories, information texts and online articles.

Embedding the development of rich and purposeful vocabulary and language;

Children will be introduced to new vocabulary in each lesson and revise vocabulary taught in previous lessons. This will ensure that children will acquire a bank of key vocabulary and terminology which they will be given the opportunity to use and explore during each unit.

Long term planning and curriculum design:

Our curriculum has been designed using the PSHE Association guidance. We have chosen the programme builder which adopts a thematic approach to primary PSHE education in order to produce the curriculum. The curriculum covers all three core themes of the Programme of Study (Relationships, Living in the Wider World and Health and Wellbeing) over the school year, with three topics per term.

This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium term planning.

This thematic model builds in developmental progression by revisiting themes year on year, building on and extending prior learning.

The programme covers all of the statutory requirements of the programme of study for PSHE and RSE within a comprehensive PSHE education programme. It covers all of the Programme of Study learning opportunities for KS1 and KS2.

When planning, we ensure that the children can build on their understanding as each new concept is taught with opportunities for children to consolidate and reapply their skills and knowledge throughout the year.

There are many cross-curricular links within our PSHE programme including with Science (Parts of the body), Geography (the Environment), Maths (Money), Computing (Online safety). Our termly whole school texts for English often provide learning opportunities which cover key PSHE themes such as the rights of the child, caring for the environment etc.

There is a strong emphasis on discussion in order for children to develop their vocabulary and language and to be able to articulate themselves in a range of situations. In particular, we want pupils to use language to express their opinions and feelings effectively.

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How the curriculum is sequenced towards clearly identified endpoints:

Our PSHE curriculum is developed to ensure that pupils acquire knowledge, vocabulary and skills in a developmental and progressive manner, building on prior learning following the content of the PSHE Programme of Study.

The individual Year group learning sequences highlight key vocabulary, knowledge and skills that will be taught through a list of broad objectives for each topic. These highlight what we expect all children to know at the end of each year.

Each year, children build on what they have been taught in the previous year in terms of knowledge and vocabulary. It ensures depth of learning and progression year on year.

PSHE and RSE Implementation

Expectations for how learning should be sequenced within a topic or unit in the medium term:

The PSHE curriculum is taught through termly themes with each core theme being taught through three topics:

Autumn Term: Relationships: Families and Friendships, Safe relationships, Respecting ourselves and others

Spring Term: Living in the Wider World: Belonging to a community, Digital literacy and media resilience, Money and work

Summer: Health and wellbeing: Physical health and mental wellbeing, Growing and changing and Keeping safe

PSHE is organised into weekly, 40-60 minute lessons. The curriculum ensures that before each lesson, the teacher sets ground rules so that the children feel safe and secure and there is teacher guidance in many of the PSHE Association plans which gives teachers support on how to deliver sensitive subject matter.

Each unit begins with a bench mark assessment activity and the last lesson provides the opportunity for teachers to assess the children against the benchmark activity so that they can inform their future planning.

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What a typical “Subject” lesson looks like, including how these expectations are clear across the school:

Beginning of the lesson: Start with the establishment or re-visiting of ground rules for the group and ensure that the pupils have had the opportunity to contribute to them.

Pupils to have access to a question box for them to submit questions they may have during or at the end of the lesson and which they may not wish to ask in front of their peers.

The learning objectives should be clear and the intended learning outcomes made explicit to the pupils.

Key vocabulary introduced and prior learning and vocabulary revisited.

Hook- e.g video clip, scenario cards, story, book or question to engage the children and to provide a stimulus to generate a discussion.

Group or pair work activity.

Independent task: for example; written task, drawing, role play.

Plenary: Self assessment. Sum up the learning and complete self-assessment task.

The expectations for a typical PSHE lesson and guidance for how to evidence work in class floor books are set out in the subject overview for PSHE.

How we ensure that pupils ‘know more, remember more and can do more’:

Through our PSHE curriculum design, teachers introduce new vocabulary in each lesson and revisit learning and vocabulary from previous lessons at the start of each new lesson. The progressive design of the curriculum helps to develop and achieve this.

How the PSHE and RSE curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:

The curriculum seeks to promote discussion as a key feature of the lessons which means that the lessons are highly accessible for SEN children who often find it difficult to write their ideas down. They are able to draw their ideas or express themselves through drama and role play. There are plenty of opportunities for group work which ensures that SEN children can be partnered up with a peer to support and encourage them.

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PSHE and RSE Impact

Overview of PSHE and RSE assessment procedures. including the expectations of teachers using both formative and summative assessment:

Ipsative assessment- the benchmark progress is measured against is pupil's own starting points, not the performance of others or a test syllabus.

1. Teachers to carry out a baseline assessment at the start of a lesson or a series of lessons to establish the knowledge, skills, understanding, strategies, beliefs and attitudes that the children had before any learning took place.

Examples include: questioning, discussion, role-play, hot seat, freeze frame-drama techniques, story boards, cartoon strips, responding to a scenario, picture or video clip, mind map or spider diagram, graffiti wall or working wall, quiz, questionnaire, points on a scale, draw and write e.g draw a healthy person, draw someone doing something risky, explain to an alien.

2. Assessment for learning: Teachers will carry out assessments during the course of each lesson using questioning, mini plenaries, feedback and feed forward methods.

3. Assessment of learning at the end of 'the piece of learning' to measure progress from the starting point and to use the evidence to inform future teaching.

Examples: Revisit questioning with higher order questions, invite pupils to think of key questions for future learning, presentations, role play a more challenging situation, revisit in a different colour, producing materials to teach younger children, produce a blog or podcast, keep a journal or diary.

To demonstrate progress, teachers will repeat or ideally revisit the baseline assessment activity. E.g mind maps, draw and write and explain to an alien lend themselves really well to this as pupils can revisit the activity and use a different colour which makes it clear to the teacher which learning has taken place and any gaps to plan future work. Teachers can use assessments from the previous year group to inform planning.

Monitoring arrangements, including the impact:

Monitoring is timetabled termly for subject leaders.

Monitoring has allowed me to interview pupils to gain an insight into topic coverage within year groups as well as gather information on pupils' opinions and feelings towards PSHE lessons. Teachers are clear now that PSHE is to be taught weekly following the Scheme of Work.

Monitoring has allowed me to scrutinise scrap books for PSHE and ensure that teachers now have clear guidance for evidencing work in class PSHE floor books for the academic year 2021-2022.

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How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;

Central Collaborative Knowsley provide high quality CPD. There are four meetings scheduled for the academic year 2021-2022.

The PSHE Association provides online courses and reading materials for teacher and subject leader CPD.

The National College provides high quality CPD for subject leaders.

Staff are supported with teacher guides, supporting powerpoints and videos to support many of the PSHE Association plans. The scheme of work provides a progressive scaffold for teachers.

Subject documentation (Documents to be embedded here)

Long Term Plan	 PSHCE Long term plans.docx
Progression Documents	 Skills-progression-PS HE.docx
Medium Term Plan EG	 Year 1 Autumn term Lesson sequence.doc
Concept Map	
One page subject overview	 PSHCE one pageoverview 2020 (

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