



# **PSHE Policy**

## **Incorporating SMSC**

**Date: April 2024**

**Review date: April 2025**

### Policy Changes

Date	Actions
January 2023 September 2023 April 2024	Policy implementation Overview Updates Overview Updates

### Subject Leader

Date	Subject Leader
September 2021	Jill Cromey
September 2022	Rob Hudson
September 2023	Rob Hudson
September 2024	Rob Hudson

## **Mission Statement**

*At Red Lane we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.*

*High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.*

*We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.*

*At Red Lane, our children BELIEVE, ACHIEVE and SUCCEED!*

## **Curriculum**

The curriculum, in its widest sense, firmly underpins the school's Mission Statement, Aims and school motto 'Believe, Achieve, Succeed'. At Red Lane, the curriculum is rooted in the needs and context of our community and learners. We provide an enriching and exciting curriculum the foundations of which are rooted in quality first hand experiences, designed to develop vocabulary and cultural capital whilst ensuring that knowledge is durable and transferrable allowing pupils to make connections, develop and apply skills and reason.

Our school curriculum design focuses on the knowledge, skills and understanding of our pupils and their needs in order that all children achieve well. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Red Lane with the confidence, knowledge and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society.

## **Curriculum Intent for PSHE**

The PSHE curriculum at Red Lane is designed to provide children with the knowledge and skills to become confident and impactful members of society now and in the future. Opportunities will help children prepare for the challenges, life decisions and responsibilities they will face as they journey through school and on into adulthood. Key to the curriculum is to provide children with the knowledge, understanding and attitudes to support their physical and mental health and wellbeing, keeping themselves safe in the modern world (including online).

At Red Lane, PSHE is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality PSHE teaching.

The school's long term plan for PSHE sets out the content of teaching within in each year group. This is supported by the school's short term planning, which details how this content is developed over a series of lessons within the unit of work. The organisation of the PSHE curriculum provides structured opportunities for pupils to:

- gain the knowledge and understanding to describe and recognise emotions in themselves and others
- understand what it means to be part of a community/society and their place in it
- develop the skills and knowledge to recognise appropriate relationships in the modern world, including online
- gain the knowledge and skills to build appropriate relationships, responding to others with empathy and understanding
- develop the understanding of what it means to be physically and mentally healthy, alongside strategies to maintain good physical and mental health
- understanding of the differences between rights, needs and responsibilities
- develop an understanding of the British Values, what they mean and the role they play in supporting a positive and cohesive society
- gain the knowledge and understanding of the Protected Characteristics and the importance of respecting these for all
- develop the knowledge and skills to keep themselves safe online, keeping their information private and recognising information that can be trusted
- gain the knowledge and understanding to help them manage and respond to changes that they may go through in life: including relationships, dealing with death, moving houses and physical changes
- gain the knowledge, understanding and skills to make beneficial choices for themselves and society as a whole
- develop the knowledge and understanding to recognise the importance of managing money effectively and making choices that can impact on them now and in the future
- gain the planning skills to develop aspirational goals and recognise the affect choices can have on future opportunities

The curriculum coverage and overview has been devised in line with guidance documents from the PSHE Association and the SMSC Quality Mark. This has ensured that all children are accessing a broad and progressive curriculum, whilst adapting the documentation has ensured that the curriculum meets the needs of the Red Lane children based on their contextual experiences.

### **Teaching and Learning PSHE**

In addition to the conscious structure and design of the PSHE curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

### Visits and Visitors

In order to enhance learning and provide children with deeper understanding of the subject matter taught, a sequence of visits and visitors are built into the curriculum. These experiences allow children to develop a deeper understanding of the knowledge and skills taught throughout the curriculum, contextualising classroom based learning.

### Seesaw

Seesaw is an online portfolio that collates pupil's work that has been completed digitally. This software allows teachers and pupils to give feedback verbally. This forms the basis for recording learning completed through lessons. The nature of Seesaw allows children to record information and work in a variety of forms.

### Assemblies

The daily assemblies have been designed to form an integral link to the school's PSHE curriculum. Picture News is delivered through Monday and Tuesday assemblies, developing the children's knowledge of current world events. News stories are linked to the British Values and Protected Characteristics. Children are able to link their classroom based knowledge and skills to real world scenarios. Wednesday assemblies have a focus on a specific 'right of the child', taken from the United Nations Convention on the Rights of the Child. Each half term, children will spend time learning about a designated statement taken from the UNCRC, which has links to the subject matter covered in the main curriculum unit. Assemblies will review these statements and embed the understanding taken from the classroom lessons. Children will consider the importance of the statement in a contextualised manner linked to current world situations.

### Enrichment

In KS2, children take part in a carefully designed enrichment programme. Each Friday, children take part in a series of activities with the majority targeted on further developing the skills and knowledge taught through the PSHE curriculum. The PSHE lead works with staff delivering the enrichment programme to devise activities that provide opportunities for children to further develop their knowledge or apply the understanding and skills. Enrichment programmes focus on learning about their local community, the wider world, managing positive mental health and wellbeing, leadership and communication and developing skills including resilience and cooperation as part of a team. The enrichment programme is detailed on the Enrichment Overview document, with links to the PSHE curriculum made explicit through the planning documents.

## **Assessment**

Progress and attainment in PSHE is tracked using the school's own assessment system which is based upon a progressive subject criteria that is assessed within each area of learning. Teacher assessment of the PSHE knowledge and skills developed is assessed alongside Thrive assessments, which are completed three times per year, assessing the social and emotional development of children. The assessment of knowledge and skills takes place through observation, discussion and work recorded on Seesaw. This assessment alongside the Thrive assessment information is used to make an overall judgement and enables teachers to identify children in need of additional subject specific support or intervention.

The PSHE tracker provides a cohesive picture of PSHE attainment for each cohort and clearly identifies pupils requiring additional support. The information provided is valuable for class teachers in supporting their pupils but also to the subject leader and senior leaders about the strengths and weaknesses in PSHE across cohorts, groups and the whole school.

Through targeted intervention and revisiting learning through Enrichment programmes, assessment remains functional and fluid and is updated to reflect the impact of intervention and also the further progress pupils have made.

### **Resources**

The organisation and deployment of resources, including risk assessments, is the responsibility of the subject leader. Management, equipment and resources for PSHE are organised to promote effective use by pupils. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. The class teacher should report damage to equipment to the PSHE Leader as soon as possible.

### **Continuing Professional Development**

In order to ensure the highest quality teaching and learning in PSHE, the school is committed to the continuing professional development of both teachers and teaching assistants. The focus of this is determined by the PSHE subject leader who has the responsibility for coordinating, delivering or sourcing the relevant development opportunities for staff.

### **Subject Leadership**

The role of the subject leader and supporting documentation is detailed in the school's Subject Leader Handbook. The provision of allocated subject leadership time ensures that teachers have the dedicated time to fulfil their roles and responsibilities which include:

- supporting and guide the practice of teachers and support staff;
- ensuring coverage, continuity and progression in planning;
- monitoring and evaluate the effectiveness of PSHE teaching and learning;
- updating documentation where necessary;
- producing action plans for the School Development Plan, preparing bids and manage the PSHE budget effectively;
- liaising and consulting with outside agencies where appropriate;
- preparing and leading INSET;
- attending relevant INSET training;
- reviewing regularly the contribution made by PSHE to a meaningful curriculum;
- reporting to senior leaders, local governors and external reviewers about the position and development of PSHE across the school

## **Spiritual, Moral, Social and Cultural Development**

At Red Lane Primary School we believe that outstanding SMSC provision is central to successful teaching and learning. Through the implementation of SMSC through our PSHE curriculum we aim to develop children with high self-esteem, who control and carefully consider their own actions and choices. Teaching takes place in a positive and secure environment where children feel able to talk about and express their needs and feelings. Our approach to PSHE enables us to value and celebrate our differences and to challenge misconceptions and discrimination whenever we encounter them. SMSC is pervasive and underpins all aspects of school life at Red Lane. We recognise that in educating children, we can create a caring, secure environment where our children can flourish in line with our school's mission statement.

## **Equal Opportunity and Inclusion**

At Red Lane, we endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Our teaching attitudes, published materials used in instruction with pupils and this policy are guided by these respective policies. Equal emphasis will be given to the roles of both men and women in society, without reinforcing gender, religious or cultural stereotypes. In the planning stage, teachers ensure there is appropriate differentiation for all abilities –including gifted and talented, SEN and EAL. All children are challenged at an appropriate level for the individual.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## **Review**

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors annually.