

# Great Orton Primary School



## PSHE Policy

Issue number	Author / Owner	Date Written	Approved by Governors
1	Rachael Cuzick	January 2023	
2	Rachael Cuzick	June 2023 – added EYFS sections from KAPOW	

## **Intent**

The purpose of this policy is to outline the expectations of teaching and learning of PSHE at Great Orton Primary School. This policy is reviewed by staff and governors every three years. Parents are most welcome to view copies of this document on the schools' website and comments are invited from anyone involved in the life of the school.

At Great Orton Primary School, we believe that PSHE (Personal, Social, Health and Economics Education) has a significant and valuable role to play in the ethos of the school and wellbeing of the children. The aim of our PSHE curriculum is to prepare children for the opportunities, experiences and responsibilities of life in our ever-changing society. We aim to give the children the knowledge and tools to grow and flourish into successful and healthy individuals. Our children deserve the opportunities to achieve their best and supporting their emotional and mental health plays a significant part in all aspects of their life, including achieving their academic potential. Our overall vision for our PSHE curriculum is to nurture pupils as individuals to become compassionate, healthy, well-balanced adults who thrive in our diverse society.

Children have a right to access the vital lessons that will help guide them through their life and we have the responsibility to ensure that we are giving our children the experiences that they will need to prepare them for their journey.

The statutory guidance for Relationships and Health Education and recommended Sex Education is predominantly covered in our comprehensive PSHE curriculum as well as Science, Design and Technology and Computing.

## **Implementation**

PSHE has a protected 45-minute slot each week to ensure that children are given adequate time to learn and discuss a wide range of topics within PSHE. All children are given the opportunities to discuss their thoughts with teachers and share their ideas with peers. Our PSHE education is also taught through the use of assemblies, visitors and charity events. Children are taught in mixed aged group classes and we follow the KAPOW Primary RSE/PSHE scheme of work over a 2-year cycle (see Appendix 1).

## **The Curriculum for RE**

The Kapow Primary scheme is a whole school approach that consists of five areas of learning:

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

Each area is revisited every year 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's Programme of Study which is recommended by the DfE.

Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme.

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.

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### **Creating a safe and effective learning environment.**

In order to ensure successful implementation of our PSHE curriculum, we strive to develop a safe and effective learning environment. We aim to do this in all lessons but are aware of the potentially sensitive nature of the PSHE curriculum. This environment is fostered in a range of ways such as:

- Utilising role play activities in which the children are distanced from the issue that is being discussed.
- Establishing children's experiences and current knowledge in order to teach accordingly and appropriately.
- Considering equal opportunities and inclusion (see below)
- Encouraging and embodying our school values on a daily basis.
- Setting ground rules and 'Class Charters' to ensure respect and a safe environment for discussion.
- Giving children accurate and unbiased information to allow them to develop their own conclusion.

### **Equal Opportunities and Inclusion**

All children are given equal opportunities through the accessible delivery of PSHE. Everyone is taught PSHE and the discussion based lessons allow understanding from children of all abilities. Lessons encourage participation from all and promote British Values as well as children's understanding of themselves as individuals and how they become positive, active members of society.

Our aim in PSHE is to allow children to acknowledge, understand and embrace our diverse country through the celebration of differences. Every effort is made to encourage children from all abilities, gender, race, background, religion, disability or talent to maximise their individual potential through the opportunities provided.

To ensure that our PSHE curriculum is accessible, we consider different learning techniques that are tailored to the specific needs of our children.

Pupils with learning difficulties and autism - Pupils with learning difficulties and autism may physically be developing at a different rate to their mental capacity. Therefore, lessons and resources are delivered in a way that they can understand and yet still cover the content that would be appropriate for their age and bodies. We avoid using metaphors and euphemisms that may cause confusion as well as generalising statements. As social signals may also be difficult for some children to understand, role play, discussions using sentence starters or scripts and film based examples can be used to support understanding.

Deaf and visually impaired pupils – We ensure that resources are accessible to these children and that they are given an equal chance to ask questions with a trusted adult.

Pupils with social, emotional and mental health issues – We understand that that children with SEMH issues may act in such a way as to hide lack of knowledge on PSHE topics, hide fear or even disclosures about past abuse. We therefore understand that it is vital that we create a safe space for learning for these pupils as we need to be sensitive to possible triggers, safeguarding and child protection policies.

### **Managing sensitive Discussions**

As PSHE covers a range of potentially sensitive subjects, we are aware of the potential for sensitive questions. We acknowledge that some of these questions may relate to difficult/sensitive content and aim to manage them effectively by:

- Always acknowledging a question.
- Referring to the ground rules in the classroom.
- Using our professional judgement to provide age-appropriate responses.
- If question is deemed inappropriate for the whole class, it will be addressed by the teacher after the lesson (the teacher may refer to a more senior colleague if unsure of how to answer).
- If question is deemed particularly sensitive, teacher may wish to refer it to the parents.
- Signpost or refer questions as appropriate

- Following the Safeguarding Policy where appropriate.

### **Impact**

Each lesson within Kapow Primary's scheme features assessment guidance, helping 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 scheme, 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.

### **Assessment, Record Keeping, Reporting and Monitoring**

Gathering evidence of pupil understanding is built into the scheme of work but is also carried out through discussion and recording of children's ideas to be displayed in their individual book. Teachers in KS1 will record pupil voice but in KS2 children can record their own ideas if they are able to do so.

Class teachers are responsible for continually evaluating how their class are progressing in PSHE as well as having a responsibility for their wellbeing. They also have the responsibility to report, in accordance with our Safeguarding and Child Protection Policy, anything that is of concern during potentially sensitive discussions.

The PSHE Leader is responsible for regularly monitoring and evaluating taught lessons, lesson outcomes and children's understanding of the PSHE curriculum.

### **Roles and Responsibilities of the Subject Leader**

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of PSHE teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan, prepare bids and manage the PSHE budget effectively;
- to liaise and consult with outside agencies where appropriate;
- to prepare and lead INSET;
- to attend relevant INSET training;

- to review regularly the contribution made PSHE to a meaningful curriculum.

## Appendix A – Long Term Plan

PHSE/RSE – LTP Great Orton Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My Feelings	Building relationships: special relationships	Managing self – taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Y1/Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A *Started Jan 23	Families and Relationships Cycle A	Health and Wellbeing Cycle A	Safety & The Changing Body Cycle A	Citizenship Cycle A	Economic Wellbeing Cycle A	Transition Cycle A
Year B	Families and Relationships Cycle B	Health and Wellbeing Cycle B	Safety & The Changing Body Cycle B	Citizenship Cycle B	Economic Wellbeing Cycle B	Transition Cycle B
Y3/Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A *Started Jan 23	Families and Relationships Cycle A	Health and Wellbeing Cycle A	Safety & The Changing Body Cycle A	Citizenship Cycle A	Economic Wellbeing Cycle A	Transition Cycle A
Year B	Families and Relationships Cycle B	Health and Wellbeing Cycle B	Safety & The Changing Body Cycle B	Citizenship Cycle B	Economic Wellbeing Cycle B	Transition Cycle B
Y5/Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A *Started Jan 23	Families and Relationships Cycle A	Health and Wellbeing Cycle A	Safety & The Changing Body Cycle A	Citizenship Cycle A	Economic Wellbeing Cycle A	Transition +Identity for Y6 Cycle A
Year B	Families and Relationships Cycle B	Health and Wellbeing Cycle B	Safety & The Changing Body Cycle B	Citizenship Cycle B	Economic Wellbeing Cycle B	Transition +Identity for Y6 Cycle B

Subjects taught following KAPOW scheme. See MTP for links to objectives, outcome and differentiation. *In red = lessons where children can be withdrawn*

## Appendix B – Example of differentiation on MTP

Term/Year	Topic	Objectives Covered by end of topic	Outcome (per lesson)	Differentiation
Year A Spring 1	Safety and the Changing Body	Pupils who are <b>secure</b> will be able to: <b>Year 3 and 4</b> <ul style="list-style-type: none"> <li>Write an email with instructions on how to send positive email including the use of positive language.</li> <li>Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.</li> <li>Understand how quickly information can spread on the internet and some of the risks associated with that.</li> <li>Understand the difference between private and public, and secrets and surprises.</li> <li>Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.</li> </ul> <b>Year 3 only</b> <ul style="list-style-type: none"> <li>Understand choices that they can make and those that are made for them.</li> </ul>	To understand the importance of being kind online and what this looks like	<b>Pupils needing extra support:</b> Should be provided with the Activity: Positive phrases. They may also require help with 'cc'ing the teacher into their email.  <b>Pupils working at greater depth:</b> Should give a greater range of tips to the person they are writing to including giving ideas on how they should react if an email seems to be unkind.
			To understand that cyberbullying involves being unkind online	<b>Pupils needing extra support:</b> Provide pupils with Activity: Decision-making tree – support version, which provides a scenario for which they can suggest a course of action.  <b>Pupils working at greater depth:</b> Encourage them to think carefully about what we mean by cyberbullying and being unkind online and challenge them to think about how they can avoid doing it themselves. Encourage them to think of the many possible outcomes and which decisions are likely to lead to them.
			To understand the benefits and risks of sharing material online	<b>Pupils needing extra support:</b> Some children may need to work in a small group supported by an adult to enable the discussion task. Could use the more structured writing frame provided

## Appendix C – EYFS

Development Matters

Reception:

- See themselves as a valuable individual.
- Build constructive & respectful relationships
- Express their feelings and the feelings of others
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Be tolerant of others and think about the perspective of others.
- Manage their own needs – personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing:
- Regular physical activity
- Healthy eating
- Toothbrushing
- Having a good sleep routine
- Being a safe pedestrian

## ELG

### Self-Regulation –

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;.
- Show sensitivity to their own and to others' needs.

## How this achieved in EYFS

### General learning throughout the year

- Circle time sessions
- Listening games
- Talking partners
- Teach playground games
- Model good listening and turn taking.
- Oral health / hand hygiene
- Join in with a variety of simple songs.
- Discuss and share family celebrations such as birthdays / Christmas / Diwali
- Share stories daily and talk about what has happened and why / moral / what does that mean for us?
- Class rules and routines

- Role play – being friends
- Random acts of kindness
- Sports day – taking part, working as a team.

**Knowledge: By the end of EYFS the children will know...**

- I know how to express how I feel.
- I know that I can talk to familiar adults in our school.
- I know how to listen to others.
- I know how to follow a simple instruction.
- I know when I am feeling happy, sad or angry.
- I know why we have rules.
- I know how to get dressed.
- I know how to use the toilet.
- I know that some foods are healthy and that others are unhealthy.
- I know how to take turns.
- I know how to be a good friend.
- I know when other people are feeling sad.
- I know the difference between good and bad actions.

**Vocabulary:**

- Feelings – happy, sad, angry, upset, hurt, worried, scared.
- Rules, behaviour, listen, share, friend, turn
- Healthy, unhealthy