



# Ireby Church of England Primary School

## PSHE

---

Signed by:

\_\_\_\_\_  \_\_\_\_\_ Head Teacher

Date: 10<sup>th</sup> January 2024

Next review date: January 2025 or sooner if required

School Governance:

Responsibility of the school leadership

# PSHE

## Christian vision: 'Created to do Good' Ephesians 2:10

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning. Our PSHE curriculum supports our vision by educating our children about themselves and each other – learning how to grow relationships and live well together, build their resilience by setting themselves goals and educating them about their health and well-being and enabling them to flourish.

### Our Aim

To build children's PSHE skills and knowledge towards specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory, enabling them to know more and do more and fulfil our Christian vision of being healthy, active citizens who can contribute positively to making our world a better place both during their time at Ireby and beyond.

### Our Intent

Our PSHE curriculum aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century.

The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Ireby's RSE/PSHE curriculum covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education.

Our curriculum covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).'

Children's learning through our curriculum significantly contributes to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental **British values** which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

Our curriculum does not specifically cover gender identity, although identity is a theme that runs through all year groups and units more generally. Gender identity does not form part of the National curriculum, and our teachers and school leaders refer our own school's policies and procedures when considering how to address sensitivities within this area.

At Ireby, we recognise that quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'.

In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries,

consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

### Implementation:

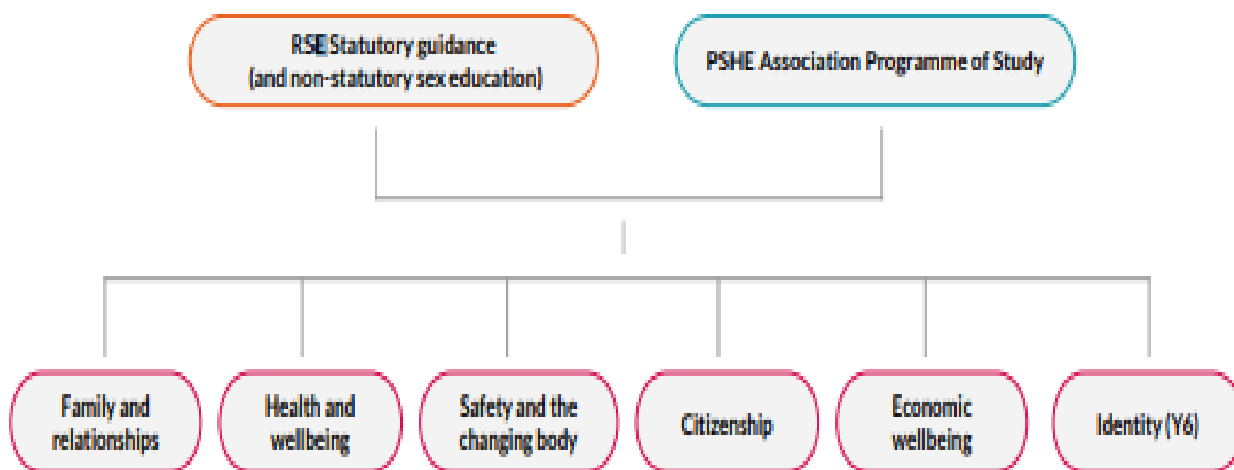
Our PSHE curriculum works on a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2. Our curriculum is supported by the Kapow Scheme of work.

### EYFS:

- Self-regulation
- Building relationships
- Managing self

### Key stage 1 and 2:

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



### Key Areas

We have categorised our lessons into five key areas below, which we return to each year, making pupils prior and future learning clear and shows how what we are teaching fits into their wider learning journey.

<b>Family and relationships</b>  Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.	<b>Health and wellbeing</b>  Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.	<b>Safety and the changing body</b>  Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,	<b>Citizenship</b>  Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.	<b>Economic wellbeing</b>  Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.
---	--	---	--	---

Year 6 only:

<b>Identity</b>  Considering what makes us who we are whilst learning about body image.
---



## A spiral curriculum

Our curriculum has been designed as a spiral curriculum with the following key principles in mind:

**Cyclical:** Pupils revisit the five key areas throughout KS1 and KS2.

**Increasing depth:** Each time a key area is revisited, it is covered with greater depth and increasing maturity.

**Prior knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

## Our Long-term Plan

CYCLE A		Autumn Term		Spring Term		Summer Term	
	EYFS	Self-regulation: My Feelings	Building relationships: Special relationships	Managing self: Takes on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My well-being
	KS1	Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition
	LOWER KS2	Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition
	UPPER KS2	Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity
CYCLE B		Autumn Term		Spring Term		Summer Term	
	EYFS	Self-regulation: My Feelings	Building relationships: Special relationships	Managing self: Takes on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My well-being
	KS1	Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition
	LOWER KS2	Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity
	UPPER KS2	Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition

## How we sequence our curriculum

Each area is revisited each year (see our Long-term plan above) 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 Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in our Year 6 curriculum.

Our curriculum 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.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress.

In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with computing for online safety and science for growing, nutrition, teeth, diet and lifestyle.

Our curriculum provides consistent messages throughout the age ranges including how and where to access help.

## Our lesson sequence

### Early Years

Week	Autumn	Spring	Summer
<b>Week 1</b>	<u>Self-regulation: My feelings (6 lessons)</u> Lesson 1: Identifying my feelings	<u>Managing self: Taking on challenges (6 lessons)</u> Lesson 1: Why do we have rules?	<u>Building relationships: My family and friends (6 lessons)</u> Lesson 1: Festivals
<b>Week 2</b>	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
<b>Week 3</b>	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
<b>Week 4</b>	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
<b>Week 5</b>	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
<b>Week 6</b>	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
<b>Week 7</b>	<u>Building relationships: Special relationships (6 lessons)</u> Lesson 1: My family	<u>Self-regulation: Listening and following instructions (6 lessons)</u> Lesson 1: Simon says	<u>Managing self: My wellbeing (6 lessons)</u> Lesson 1: What is exercise?
<b>Week 8</b>	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
<b>Week 9</b>	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
<b>Week 10</b>	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
<b>Week 11</b>	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
<b>Week 12</b>	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

## Year 1 and 2:

	Families and relationships		Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introduction: Setting ground rules for RSE & PSHE lessons*	Introduction: Setting ground rules for RSE & PSHE lessons*	Understanding my feelings*	Understanding my feelings*
2	Family*	Family*	Relaxation - laughter and progressive muscle relaxation	Steps to success
3	Friendships*	Friendships*	What am I like?	Developing a growth mindset
4	Families are all different	Other people's feelings	Ready for bed?	Being active
5	Other people's feelings	Getting along with others*	Hand washing and personal hygiene	Relaxation: breathing exercises
6	Getting along with others*	Friendship problems*	Sun safety	Healthy diet
7	Friendship problems*	Gender stereotypes*	Allergies	Looking after our teeth
8	Gender stereotypes*	Change and loss	People who help us stay healthy	

	Safety and the changing body		Citizenship	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Communicating with adults*	Communicating with adults*	Rules*	Rules*
2	People who help to keep us safe in our local community	Road safety*	Similar, yet different *	Similar, yet different *
3	Road safety*	Safety at home	Belonging	Caring for others: Animals
4	Safety with medicines*	Safety with medicines*	Job roles in the community	The needs of others
5	Making a call to the emergency services	What to do if I get lost	Our school environment	Democratic decisions
6	The difference between secrets and surprises	The internet	Our local environment	School council
7	Appropriate contact*	Appropriate contact*		Giving my opinion
8	My private parts are private*	My private parts are private*		
9	Personal boundaries*	Personal boundaries*		

## Year 3 and 4

	Families and relationships		Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introductory lesson: Setting ground rules and signposting*	Introductory lesson: Setting ground rules and signposting*	My healthy diary	My healthy diary
2	Friendship issues and bullying*	Friendship issues and bullying*	Diet and dental health	Looking after our teeth
3	The effects of bullying and the responsibility of the bystander	Healthy families	Relaxation - stretches	Relaxation - visualisation
4	Stereotyping - Gender*	Stereotyping - Gender*	Wonderful me	Meaning and purpose - my role
5	Stereotyping - Age/disability*	Stereotyping - Age/disability*	My superpowers	Resilience: breaking down problems
6	Healthy friendships - boundaries	How my behaviour affects others	Celebrating mistakes	Emotions
7	Learning who to trust	Effective communication to support relationships	Communicating my feelings*	Communicating my feelings*
8	Respecting differences*	Respect and manners	My happiness	Mental health
9	Change and loss - bereavement*	Respecting differences		

	Safety and the changing body		Citizenship	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Be kind online	Fake emails	Recycling / reusing*	Recycling? reusing*
2	Cyberbullying	Internet safety: age restrictions	Local community buildings and groups*	Local community buildings and groups*
3	Share aware	Consuming information online	Local council and democracy*	Local council and democracy*
4	Privacy and secrecy	Tobacco	Rules	Diverse communities
5	First Aid: Bites and stings	First Aid: asthma	Rights of the child*	Rights of the child
6	Choices and influences*	Choices and influences*	Human rights	Charity
7	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty		
8	Year 3: Road safety Year 4: Growing up	Year 3: Road safety Year 4: Growing up		

Economic Wellbeing		
	Cycle A	Cycle B
1	Spending choices*	Spending choices*
2	Budgeting*	Budgeting*
3	Money and emotions *	Money and emotions *
4	Jobs and careers*	Jobs and careers*
5	Gender and careers	Jobs for me
Transition		
	Cycle A	Cycle B
1	Coping strategies*	Coping strategies*

## Year 5 and 6

Families and relationships			Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introduction lesson: Setting rules and signposting*	Introduction lesson: Setting rules and signposting*	Relaxation - yoga	Relaxation - mindfulness
2	Build a friend - what makes a good friend	Friendship skills	The importance of rest	What can I be?
3	Respect*	Respect*	Embracing failure	Taking responsibility for my health
4	Respecting myself	Resolving conflict	Going for goals	The impact of technology on health
5	Marriage	Family life	Taking responsibility for my feelings	Resilience toolbox
6	Bullying	Stereotyping	Healthy meals	Immunisation
7	Stereotyping	Challenging stereotypes	Sun safety	Physical health concerns
8	Challenging stereotypes	Change and loss		Good and bad habits



Safety and the changing body		Citizenship	
	Cycle A	Cycle B	
1	Online friendships	Critical digital consumers	Breaking the law
2	Staying safe online	Social media	Prejudice and discrimination
3	First Aid: Choking	First Aid: Bleeding	Protecting the planet
4	Alcohol	First Aid: Basic life support	Contributing to the community
5	Drugs, alcohol and tobacco: Influences	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Rights and responsibilities*
6	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Year 5: Menstruation Year 6: Conception	Parliament and national democracy*
7	Year 5: Menstruation Year 6: Conception	Year 5: Emotional changes in puberty Year 6: Pregnancy and birth	
8	Year 5: Emotional changes in puberty Year 6: Pregnancy and birth		

Economic wellbeing	
	Cycle A
1	Borrowing
2	Income and expenditure
3	Prioritising spending
4	Risks with money
5	Careers*
Identity	
	Cycle A
1	Year 6: What is identity?
2	Year 6: Identity and body image
Transition lesson	
	Cycle A
1	Roles and responsibilities*

## Sex Education

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

**Year 1:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**Year 2:** Notice that animals, including humans, have offspring which grow into adults

**Year 5:** Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

### The RSE statutory guidance states that:

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. For this reason we have a separate Relationships and Sex Education policy which can be found on our school website. This includes the right of parents to withdraw their children.

Our curriculum includes two Year 6 lessons which parents have the opportunity to withdraw their children from all/part of the lesson: Safety and the changing body: Lesson 5: Conception and Lesson 6: Pregnancy and birth.

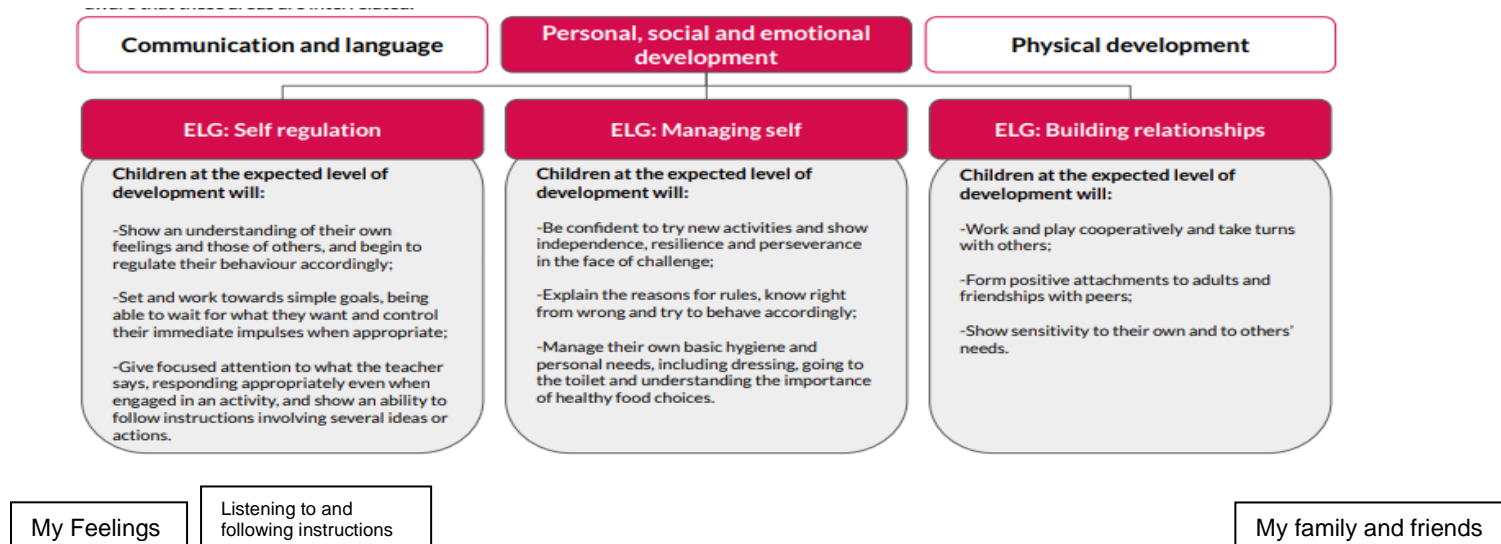
As per our policy, we consult with parents about the content of these lessons prior to teaching them, to provide them time to consider the content and to withdraw their child if they so wish.

### PHSE in the Early Years

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage.

The prime areas, Communication and language, Physical development and Personal, social and emotional development, lay the foundations for children to achieve in all areas of learning and life.

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in our curriculum lesson plans, along with the relevant non-statutory Development Matters guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however please be aware that these areas are interrelated.



Implementation of PHSE

Taking on challenges

My wellbeing

Special relationships

will be in-line

with our [Curriculum intent, implementation and impact policy](#).

## Impact

Each lesson within our curriculum features assessment guidance, supporting our 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 curriculum, 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.

## Timetabling and organisation

EYFS and Key Stage 1 are taught in their class, Key Stage 2 are taught as Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 5 and 6). In Key Stage 1 and 2, PSHE is planned on a two-year rolling programme. There is 1 hour per week timetabled for key Stage 2, and 40 minutes for Key Stage 1.

## End points

Our PSHE curriculum supports every child to reach a required 'end point' by the end of each Key Stage. These 'end points' reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

Our [Progression of skills and knowledge document](#) highlights the endpoints for each year group. By the end of Key Stage 2, children will be assessed against the statements in Year 6.

## Monitoring and evaluation of effectiveness of this policy

The headteacher and PSHE subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our PSHE leader will sample lessons during the year

Pupil voice	Samples during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards year group 'end points' and record data on Scholarpack for evaluation by the subject leader

### **The role of governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

### **Monitoring and review of this policy**

Senior leaders monitor the school's PSHE policy so that we can take account of new initiatives and research or any changes in the PSHE curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.