



Subject Statement

“I am the vine; you are the branches.”

John 15:5

Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future.

This subject statement reflects our Christian vision. We value the efforts of all pupils, supporting them in developing their skills and knowledge through positive reinforcement and constructive feedback. We inspire high standards and encourage ownership and independence to build long-term positive learning behaviours that will take our pupils beyond primary school and into the wider world.

Our vision for Personal Social Health Education (PSHE):

The District CE Primary School is passionate about teaching the ‘whole child’ and we believe that this will lead to better outcomes for pupils. At The District CE, we aim to provide a bespoke curriculum in which PSHE and citizenship are embedded. Our subject provision includes opportunities to develop pupils’ spiritual, moral and social cultural development, whilst strongly upholding and promoting British Values. This in turn will enable all students to have developed an understanding of the ever changing world in which we live, develop the skills necessary to take an active role in their community and equip pupils with a sound understanding of risk so they can make safe and informed decisions.

Statutory Requirements

At The District CE Primary School, we teach PSHE and RSE as set out in this policy. The Department for Education introduced compulsory Relationships Education and Health Education for primary pupils from September 2020. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At The District CE, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Parents have the legal right to withdraw their child from all relationship Education/RSE lessons until 1st September 2020. After this date you still have the automatic right to withdraw your child from Sex Education in primary schools (except the science National Curriculum requirements).

Implementation of PSHE and RSE

At The District CE, we use the PSHE Association programmes of study and scheme of work planning toolkit for Years 1-6 and adapt them according to need. These lessons are based around core themes which change termly. The three overlapping and linked ‘Core Themes’ (Health and wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils’ readiness, are appropriate across all key stages and build upon Early Years Foundation Stage Learning.

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others. Objectives from the

'core themes' will be selected and pupils will explore overarching concepts and develop their essential skills through relevant, purposeful learning.

Explicit PSHE lessons are taught weekly, and whilst they may be linked to other areas of the curriculum, they must and do retain their integrity as a PSHE lesson in their own right. PSHE is often taught through art, drama and stories, but there can also be an overlap in all other areas of the curriculum also. PSHE is also taught on a daily basis, and teachers and support staff reflect back on previous lessons when discussing topical incidents and issues.

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, PSHE is referred to as personal, social and emotional development. This area of your child's learning is concerned with wellbeing – knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

Personal Social Emotional Development (PSED) is broken down into three aspects:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Development Matters is being used by staff throughout EYFS as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. Staff carefully plan rich experiences to support the development of PSED through cross curricular planning, continuous provision enhancements and quality resources.

Key Stage 1

During Key Stage One, pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

They learn the basic concepts and skills for keeping themselves healthy and safe and developing positive relationships. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its community.

Key Stage 2

During Key Stage Two, pupils learn about themselves as growing and changing individuals, with their own experiences and ideas and as members of their communities, they become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national and global issues, and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the challenges of puberty and transition to secondary school. They learn how to make confident and informed choices about their health and environment; to take more responsibility for their learning, both individually and as part of a group, or groups and develop the skills and resilience to deal with unwanted behaviours.

Opportunities and Resources

Wider world opportunities will be planned for accordingly to address current global and local issues/events e.g. politics and current affairs. We also encourage objectives to be covered in other

subject areas and through enrichment activities, for example, worship, themed weeks, World Wise and educational trips and visits.

We access a range of quality resources and organisations to support our teaching and learning:

www.psheassociation.org.uk

www.nspca.org.uk

www.headstogether.org.uk

www.nhs.org.uk

www.childnet.org.uk

www.HHkids.co.uk

www.bbc.co.uk

Inclusion

As a school, we ensure that all pupils can engage with PSHE learning irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances. As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Teachers plan ways to adapt lessons and support pupils, so that all children can participate in learning to the best of their ability.

British Values and SMSC

Fundamental British values are taught explicitly within PSHE lessons and worship, as well as in our everyday interactions with children and are embedded in our development of SMSC. We teach about and promote the four fundamental British Values. These are: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Rights Respecting School

We teach our pupils about the United Nations Conventions on the Rights of the Child (UNCRC), the a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. As a school, we currently hold the Bronze accreditation for Rights Respecting Schools and we are working towards the Silver accreditation. We recognise the UNICEF Rights of the Child, with particular importance being given to the following:

- Article 2-The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 13-Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 14-Every child has the right to think and believe what they choose and to practise their religion, as long as they are not stopping other people from enjoying their rights.
- Article 28-Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.
- Article 29-Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Recording and assessment

As mentioned above, PSHE lessons can take many forms and activities vary, dependent on the learning intentions from lesson to lesson. Tasks may require the children to write, to draw or take photographs or videos in response to the teaching, or they may be asked to talk or play a game related to the topic.

Throughout a unit of work and in response to daily incidents and issues, teachers use formative assessment to tailor planning to suit the needs of their class, or to have additional ad hoc conversations with individuals, groups, the whole class or even year group or school. As previously mentioned, PSHE is not just a lesson which exists in isolation, but is part and parcel of everyday school life.

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in the Early Years Outcomes) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily and weekly evaluations, or photographs/videos.

In Key Stage 1 and 2, class teachers gather evidence of what individual pupils know, understand and can do in PSHE by observing them at work, listening to and discussing with them, and evaluating and responding to any work they produce. At the end of each half term, an assessment of learning outcomes is recorded on Insight, identifying which children need further reinforcement or extension and what this should consist of.

Monitoring

The PSHE lead monitors and reviews the implementation and development of the PSHE curriculum in consultation with the Headteacher, staff members and governors. Monitoring is done through a range of methods including:

- Regular book scrutiny
- Learning walks
- Display and learning journey observations
- Teacher observations
- Teacher, pupil and parent consultations