

# PSHE & RSE

## Planning

- Curriculum objectives split between the year groups by the PSHE leads. This ensures skills and knowledge are built upon and progress is made.
- PSHE association curriculum resources shared with all staff.
- Three themes covered in each year group throughout the year (one per term). These include Health and Wellbeing, Relationships and Living in the Wider World.
- As advised by the PSHE association, 1 hour of discrete teaching of PSHE should be in every year group's time table, apart from EYFS where the sessions will be shorter but more often.
- Relationships Education is statutory in primary schools from September 2020.
- A safe space should be established when teaching PSHE but any safeguarding disclosures will be made immediately to the Safeguarding lead or DSL, in line with the school's policy. Outside agencies will become involved where necessary.

## Basic Skills

***“PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage life’s challenges and make the most of life’s opportunities.”***

- To learn about Health and Wellbeing including learning about what a healthy meal is, benefits of exercise, mental health and wellbeing.
- To learn about Relationships including what a healthy and unhealthy relationship is, online relationships and equality.
- To learn about Living in the Wider World including respect between different groups of people, handling money and enterprise.

## Marking and feedback

- PSHE is different to other subjects because of its personal nature. A lot of the work is completed through discussions and group work.
- Verbal feedback to be given during discussions with questions to prompt discussions further.

## Assessment

- Assessment should be done through an activity at the beginning and end of a topic with a comparison between to show progress. For instance, the PSHE association recommend completing a mind map at the beginning and the end of a topic to show clear progress in understanding.
- Evidence should be collated on Seesaw, a class scrapbook or individual books depending on the year group and what is appropriate.

## Interventions

- Children who are identified as needing support emotionally or socially should be discussed with Miss Hodgeon who will invite them to Nurture Group.
- Children who are believed to be suffering from low self-esteem or confidence will join the Talkabout intervention group delivered weekly by Miss Hodgeon.
- Children who are identified as suffering from poor mental health will be referred to the school nurse or Child and Adolescent Mental Health Services (CAMHS/ CYPS).

## Professional Discussions

- PSHE lead to organise continued training for class teachers regarding developments in PSHE.
- Learning walks to be carried out every half term to ensure that delivery across the school is consistent.
- PSHE lead to look at evidence from each year group and ensure it follows the long term planning.