



## **PSHE/ RSHE Policy**

*Caring for myself and others*

<b>Last reviewed on:</b>	October 2023
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<b>Next review due by:</b>	October 2024
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## 1. Vision

Our FHP curriculum model, underpinned by current research and statutory documentation (such as the National Curriculum and EYFS framework), ensures our children will be well-rounded individuals who are prepared for the next stage of their journey. It will promote compassion, mutual understanding, integrity and a pursuit of excellence in order for our children to reach their potential and make a positive contribution to the wider world. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a social legacy. At Porchester Junior School, we communicate our vision through the acronym, '**KORE**'.

<b>Knowledge</b>	To ensure that children are taught the correct knowledge and content of a purposeful and relevant PSHE curriculum that fully prepares them for life in the 21 <sup>st</sup> century.
<b>Opportunities</b>	to enable children to move beyond their lived experiences, further developing their cultural capital
<b>Reading (and vocab)</b>	To include technical and specific vocabulary within each lesson and ensure that our children develop an understanding of this vocabulary and go on to use it when reflecting on what they have learnt and what skills they want to continue to develop.
<b>Equality &amp; Equity</b>	through ensuring our children's backgrounds and needs, along with current culture, climate and events, determine the content of our curriculum and allow children to consider bigger questions linked to society and human rights

## 2. PSHE Vision

At FHP, we provide a safe, friendly, stimulating and challenging environment where children's individuality is celebrated and respected. We strive to ensure that every child has dreams, aspirations and reaches for their goals. We believe that the relationships we create and maintain throughout our lives are fundamental to our emotional well-being, therefore we aim for all children to be able to build positive, successful and healthy relationships in all aspects of their life.

By teaching quality PSHE and RSHE, our children will grow into well-rounded global citizens who have a respect for their school and their local, national and global communities. As such, the PSHE and RSHE curriculum promotes the teaching of British values and challenges stereotypes, promoting empathy, tolerance and acceptance of diversity in all forms. Everyone faces difficult situations in their lives, therefore our pupils will be provided with the opportunity to develop resilience, have the opportunity to explore mental health, know how and when to ask for help, and know where to access support. The successful implementation of our PSHE and RSHE curriculum will help our pupils to develop feelings of self-respect, confidence and emotional literacy. We endeavour to teach children skills to allow them to grow up with strategies to help them overcome challenges which they may be faced with throughout their life.

At Porchester, we all know the experiences a child has during the formative years of their life has such an impact on the kind of person they will develop into and become in the future. Such a lot of this important time is spent in school so it is essential that we work in partnership with parents so that we can make a positive difference and create a strong foundation that can be built upon as children continue to grow, develop and flourish.

At Porchester School, our school vision is focused on **PRIDE**:

**RESPECT**

**RESPONSIBILITY**

**RIGHTS**

**LEAD**

**REACH**

These Porchester values underpin the curriculum that we deliver, ensuring that all our pupils become aspirant, independent and life-long learners. We believe that children learn best when they feel happy, secure, confident and valued, irrespective of their ability, disability, social background, culture or gender. We believe that children learn best when their surroundings are stimulating and interesting with access to a full range of varied and appropriate resources and given the opportunity to reflect on and talk about their learning.

### 3. Aims

Our PSHE curriculum aims to:

- *teach important and necessary topics, drawing on good practice*
- *encompass many areas of study*
- *tailor PSHE to reflect the needs of our pupils, equipping pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions*
- *build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.*

We are aspirant for all children to leave Porchester Junior School as Global Citizens being respectful and understanding of World Beliefs. Please see appendix A: 'What make a great Global Citizen in PSHE?' for further information.

The aim for our RSHE curriculum is to help our children to build healthy friendships and positive relationships in an age-appropriate way. An important part of RSHE at Porchester is the ability to discuss and debate issues with clarity, and listen to people's points of view, whilst understanding that you do not have to agree with them but recognise their point of view.

The overall objectives of the RSHE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSHE will look at aspects of diversity in an inclusive and non-judgemental way. At Porchester, we whole-heartedly support the philosophy of RSHE and believe it is most effective when taught as part of PSHE.

### 4. Intent

At Porchester Junior School, our curriculum is based on the PSHE Association for Key Stages 1 & 2 and the Early Years Foundation Stage Framework. These documents stipulate the expectations which inform the intent of our curriculum, ensuring a high ambition for all.

Statements from the PSHE Association and from the 'Personal, Social and Emotional Development' educational programme of the EYFS have been broken down and sequenced into strands and year groups. We call this a key knowledge progression document (KKPD). It contains key substantive, procedural and disciplinary knowledge that children need to know and remember.

Composite knowledge from the KKPD is mapped on to a whole school long-term plan and sequenced onto our PSHE subject map. Links are made across year groups and subjects through deliberate and diverse content choices. For example, when our Upper School children learn about refugees in their enquiry – "Is the World Fair?" they will learn about different communities around the world and will be encouraged to aspire to make a change in the world. They will learn about the meaning of developing countries, impact on people - refugees, compare global differences/ similarities and look at world trade.

Each PSHE KKPD statement is broken down into component (granular) knowledge and key vocabulary. These are used to support the creation of learning sequences and to identify 'sticky knowledge' – the most important knowledge children need to remember for the next stage.

The PSHE KKPD and component knowledge progression are used by teachers to create learning sequences and objectives. These are plotted on an enquiry or a discrete medium-term plan.

## 5. Implementation

The PSHE curriculum is delivered through an enquiry approach. PSHE can be delivered as an enhancer to an enquiry (when this enables children to answer the enquiry question to its fullest), but when this is not possible, PSHE is taught discretely.

We use the Christopher Winter RSE Scheme of Work to support with our relationship and sex education. The statutory guidance for this programme of study comprehensively covers Relationships and Sex Education (R.S.E) and Health Education's learning opportunities across all the three core themes. Even though much of 'Living in the wider world' is not included in the statutory requirements, the theme, as a whole, remains vitally important for pupils' personal development and economic wellbeing.

Porchester Junior School use the SCARF programme and then individual lessons are planned in detail using our lesson design model. This has been informed by leading research such as Rosenshine's principles of instruction. The model includes five, flexible elements:

- Reactivate
- Teach, facilitate, model
- Learning together
- Independent practice
- Reflection

We use a range of varied teaching strategies to deliver PSHE lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We draw on experiences from across the curriculum and try to immerse children into their wider work, developing skills to be used later in life. We encourage children to ask, as well as answer questions.

Our learning environments are used as immersive and instructional teaching tools. Learning journeys are organised with key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. The use of floor books and scrap books across schools can be used as an addition to PSHE / RSE teaching.

## 6. Impact

Our carefully planned curriculum is the model of progression in PSHE. We strive for our children to know, remember and understand more of what they have been taught.

PSHE is planned and taught from the SCARF programme, however, bespoke PSHE is also implemented and taught alongside our enquiry themes. The teaching of British Values, protected characteristics and personal development is also a key priority in the PSHE curriculum.

The SCARF assessment tools help us implement best practice in assessment, as set out by the PSHE Association's guidance: that:

"Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus." *PSHE Association's Guidance to Assessment for Learning and Progression*

Children's progress can be seen over a half termly unit. For each unit there is a specially designed pre and post-unit assessment activity. Conducted twice, this first determines the baseline; it's then repeated at the end of the unit, enabling class teachers to monitor progress, record key points and identify areas for further development

Our trust has developed a comprehensive subject leadership toolkit. We have ensured that all subject leaders have received training on this. The document provides a range of monitoring tools including a methodology for checking the quality of education that pupils receive in PSHE. We call this methodology a 'focused review'. This tool allows us to monitor, check and connect evidence together to form robust judgements about the quality of education that pupils receive in PSHE. We use work scrutiny, pupil discussions and lesson visits effectively to achieve this.

## **7. Children with special educational needs and/or disabilities (SEND)**

At our school we teach PSHE to all children. PSHE forms part of the school curriculum to provide a broad and balanced education to all children. We want all our children to access an ambitious PSHE curriculum. We believe in scaffolding up, and not dumbing down, the PSHE curriculum. A number of adaptations are available for children who have additional barriers to their learning. These can be seen in our PSHE adaptation document (appendix C). These have been shared with teachers to give them ideas on how to adapt lessons.

Where accessing reading materials could be a barrier (e.g. lowest 20% of readers), we include visual and audible scaffolds.

## **8. Staff professional learning**

As part of the Flying High Partnership, our staff have access to a professional learning community, where PSHE leads from all Partnership schools work together to share best practice, discuss scholarly developments and strategically develop and plan our vision for the next steps in our PSHE curriculum. This expertise is then shared across the staff team through staff meetings and INSET training sessions.

## **9. Equal opportunities**

It is important that teachers plan work that offers equal opportunity in respect of protected characteristics. For example:

- by ensuring that activities are carefully planned to meet the needs of all children and ensure scaffolds are available to the children who need more support
- by ensuring that PSHE is taught to all and that the materials used provide a 'mirror' and 'window' to the diverse world
- by ensuring that multi-cultural themes are explored so that children are encouraged to develop awareness, interest and tolerance towards people and places beyond their immediate experience