



## Subject Intent

At Lowe's Wong Infant school we recognise that PSHE is in every aspect of our school life and is taught through a mixture of stand-alone lessons and through key concepts woven into other areas of the curriculum and school life. We want children to develop positive attitudes and show mutual respect during interactions with others.

Children are taught how to identify positive relationships with their peers and how to manage these relationships. They learn strategies to help them work and play cooperatively and take turns with others, whilst also showing sensitivity to their own and to others' needs. They have the opportunity to learn skills, which will equip them with the knowledge of how to manage a variety of different situations, in life and develop their resilience.

Children learn about health and well-being, by considering their own feelings and how their behaviour affects others'. We support children to manage their feelings and who to turn to if they need help. We learn about mental health as well as physical health and the importance of both these elements to be healthy. Linked closely to our Science Curriculum they will learn how they grow and change as they get older. Positive attitudes are modelled towards ways to stay physically healthy, including healthy eating, the importance of sleep and exercise and the importance of personal hygiene.

Children begin to make sense of their community, including a feeling of belonging to part of a class community, where each child's enthusiasm and progress is celebrated. They begin to recognise roles and responsibilities in the wider world around them, considering aspirations for themselves as they progress onto their next steps in a modern society.

## Subject Implementation Plan

### Timetabling

At Lowe's Wong Infant School PSHE/ RSE is timetabled on each Year group's long-term plans. PSHE is taught explicitly at the start of each term in all year groups. At the start of the year our first enquiry-based theme has a strong PSHE link in both EYFS and KS1. In EYFS a weekly lesson is planned using our scheme 'SCARF'. PSHE opportunities are continually provided during 'Explore and Investigate' activities (child-initiated time) both in the classroom and outside in the courtyard. There are daily opportunities for children to use their PSHE skills during interactions, discussions and negotiations which take place throughout the day.

In KS1 a weekly lesson is planned using our scheme 'SCARF'. PSHE and RSE is taught throughout the year, using our scheme 'SCARF'.

### How PSHE and RSE is taught

In all year groups the same theme is taught using SCARF;

Autumn 1- Me and my relationships, Autumn 2- Valuing differences,

Spring 1- Keeping safe, Spring 2- Rights and respect,

Summer 1- Being my best, Summer 2- Growing and Changing.

In EYFS PSHE and RSE is delivered through SCARF weekly lessons. It is also delivered through planned, purposeful play and through a mix of adult-led and child-initiated activities. The NSPCC PANTS resources are also used to support the teaching of RSE.

Our PSHE and RSE curriculum ensures that children in EYFS will achieve the Personal, Social and Emotional Development Early Learning Goals:

-Self Regulation

-Managing Self

-Building Relationships

In KS1, PSHE is delivered through our scheme SCARF and a mixture of stories and cross-curricular links with English. The teaching of RSE is taught using SCARF.

PSHE follows three strands;

- Relationships
- Health and Well Being
- Living in the Wider World

Within the Relationships and Health and Well Being strands the statutory elements of RSE for KS1 are taught. The statutory elements are:

- Families and People who care for me
- Caring Friendships
- Respectful Relationships
- Being Safe
- Online Relationships are taught.

### **Resources**

Planning and resources for SCARF are accessed online. Each member of staff has their own log in. Each lesson plan contains a list of resources required, some can be found online and others in the classroom. The NSPCC PANTS resources are available online and there is a story book located in Rainbow Room. There is a selection of PSHE themed books in Rainbow Room and also located in the wooden cupboard in the Sunshine Room.

### **Marking, feedback and assessment**

Teachers to acknowledge work with a tick or a stamp. All work on paper should be RAG rated as detailed in the Marking Policy.

Comments should be written when appropriate to develop understanding and knowledge i.e. encouraging the correct vocabulary.

Feedback should be followed up straight away or as soon as possible after the lesson.

In EYFS children are given constant verbal feedback and staff are skilled at moving the learning on through interactions and discussions.

In EYFS and KS1 assessments are made informally throughout the term, allowing teachers to complete termly data drops on Scholar Pack. This data is analysed by the PSHE Lead and any patterns or anomalies are discussed with staff.

### **Recording work**

A clear learning objective and date (this can be the short date) should be on each piece of work.

Work completed in KS1 should be recorded in the children's English/Topic books. Work completed in EYFS should be recorded in the children's Learning Journey/ Literacy books.

Work can be evidenced using display, photos and in floor books (especially any practical/ discussion-based lessons)

### **Learning Environment**

Children need to feel comfortable to share thoughts, ideas and to ask questions. All staff in the school will answer children's questions around relationships issues in line with the following guidance, which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child.
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information.
- In some situations staff will sensitively turn the question back on the pupil to establish what they already know, for example "That's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "Does anyone else know the answer to that question?"
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer to the parent or carer.
- If a child asks questions about relationships and sex that is over and above the norm for the class the parents or carers will be informed.

ScarF provides the resources needed for lessons, or a list of alternative resources required for individual lessons. These resources may be either online or will need to be photocopied.

### **Equality and Diversity**

Through the use of a range of equipment and appropriately adapted resources all children have equal access to the PSHE and RSE Curriculum. The resources in our SCARF schemes and the NSPCC resources, which are used to support PSHE and RSE teaching depict a diverse representation of children and adults.

### **Curriculum Enrichment**

PSHE should not be seen as just taking place in a PSHE/RSE lesson. There should be opportunities to develop PSHE experiences and thinking throughout the day, including during our daily routines. There should be opportunities for children to develop positive relationships and friendships with other children and adults. Children will have the chance to take turns and understand how to treat each other with kindness, consideration and respect. Links should also be made to other parts of the curriculum where appropriate.

### **SEND**

All children will have equal access to the PSHE/RSE curriculum. Support will be given where needed to ensure children develop the skills needed to build meaningful relationships with others. When appropriate, specific support will be provided for children on an individual basis, to meet their PSHE needs.

### **Behaviour**

It is expected that all children should demonstrate the 3 things for good behaviour during PSHE/RSE lessons – good sitting, good listening and good looking. Depending on the PSHE/RSE activity, teachers will use the visual prompt cards – Talking Turtles, Whispering Whales and Silent Snails to determine the level of noise for a particular activity. Good behaviour will be rewarded in line with the school's behaviour policy. It is expected that teachers will respond to any misbehaviour promptly during PSHE/RSE lessons by following the school's agreed behaviour policy of warnings, reflection and time outs.