



## 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.

The EYFS and National Curriculum requirements of PSHE, and the Statutory requirements of RSE are taught using the SCARF scheme.

## 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.

In both EYFS and KS1, PSHE/ RSE lessons are taught discrete, in weekly slots throughout the academic year. They follow the PSHE Scheme of learning units from SCARF, with one unit being taught per half term.

In EYFS PSED 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 PSED skills during interactions, discussions and negotiations which take place throughout the day.

RSE is also taught using our SCARF scheme of learning and using the NSPCC PANTS resources for all year groups at different times in the academic year.

### How PSHE and RSE is taught

At the start of each half term a PSHE assembly introduces the SCARF theme for each half term. This assembly is usually delivered by the PSHE/ RSE lead. 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. In EYFS PSHE is taught following the guidance given in the Personal, Social and Emotional Development strand of Development Matters, supporting the children to work towards achieving the Early Learning Goals. 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 follows the National Curriculum and is delivered through our scheme SCARF with a mixture of stories and cross-curricular links with English. The teaching of RSE is also supported using the NSPCC PANTS resources.

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.

Classes within year groups follow parallel activities and study to ensure equal opportunities and consistency. Although where specific gaps or needs have been identified then some adaptations will be made.

Within PSHE/ RSE lessons there are opportunities for children to recap and recall learning and prior knowledge.

### **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 assessments are made informally throughout the term, allowing teachers to complete termly data drops on Scholar Pack. The data for ELG 3 'Self Regulation', ELG 4 'Managing Self' and ELG 5 'Building Relationships' is analysed each term by the PSHE Lead.

In KS1 Teachers use their marking, informal observations, and discussions with the children to support with assessments. Specific learning objectives are identified on our medium term plans which will assess the children's understanding in PSHE and RSE. This information is collated on the Excel Assessment tracker. 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 or Enquiry Theme books. Work completed in EYFS should be recorded in the children's Learning Journey or 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.

When PSHE/ RSE are a driver or enhancer subject key vocabulary and knowledge will be shared with parents/carers through our sticky knowledge sheets that are sent home at the start of each half term.

### **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 scheme 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. Our planned assemblies have a close link with PSHE and children are also taught about our school rules and the British Values. Our half termly overviews also highlight which school rule or British Value we will focus in each half term. These are the same in all year groups across school.

### **SEND**

All children have equal access to the PSHE and RSE Curriculum through quality first teaching. Support is given where required to ensure all children can participate in a broad and varied curriculum as part of an adaptive teaching strategy.

Some examples of this are:

Allow sufficient time for the children to talk through and share their ideas (with an adult when available or through talk-partners)

Discuss and display key vocabulary together with its meaning in the classroom - practise saying it together and refer to it regularly during the lessons.

Use visual aids where appropriate to help learners to identify equipment, materials and products. Introduce each piece of equipment – name it, explain what it does, and model how it can be used or applied.

Take time to model and demonstrate each element of a process to allow learners to develop their understanding through a step-by-step approach. Repetition of the process is required to maximise the capacity to build up conceptual understanding. Allow for movement breaks for those who have additional sensory needs or struggle with attention to give them time to self-regulate. These learners could be given jobs such as handing out resources.

Use alternative methods to record children's knowledge.

Additional adults may be used to provide scaffolding if appropriate.

Each SCARF lesson plan contains the section 'Adapting lessons for learners with additional needs'. This may include adult support to access the learning in the classroom or more individual adaptations for specific SEND children.

### **Behaviour**

All children to demonstrate good sitting during PSHE and RSE lessons by sitting on their chair and not touching any equipment, until asked, or the carpet if appropriate. All children to demonstrate good looking by looking at the member of staff, rather than their equipment. All children to demonstrate good listening by sitting quietly, not talking to others and listening to the exposition and instructions. During working time on the carpet or at tables teachers will use the visual prompt cards – Talking Turtles, Whispering Whales or Silent Snails to determine the level of noise for the 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 and RSE lessons by following the school's agreed behaviour policy of warnings, reflection and time outs.