

	PSHE and SRE Policy		
	Member of staff responsible	Date Approved	Review Date
	Kishanda Blake	09.05.2024	09.05.2026

Intent

Our Philosophy for Teaching PSHE and SRE

Our intention is that when children leave Yarlside Academy, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our Curriculum

We use 'Kapow' as our main resource for planning and implementing our scheme of work.

Our whole school approach consists of 5 areas of learning:

- Families and relationships;
- Health and wellbeing;
- Safety and the changing body;
- Citizenship;
- Economic wellbeing.

Implementation

Curriculum Organisation

Kapow's PSHE scheme has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical:** Pupils return to the same skills and knowledge again and again during their time in primary school.
- **Increasing depth:** Each time a skill or area of knowledge is revisited it is covered with greater depth.
- **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Each of the 5 areas are revisited every year to allow children to build on prior learning. The lessons also provide a progressive programme.

The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association's Programme of Study which is recommended by the DfE.

Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme.

Timetable

Five units of work are taught in each year group and these are spaced so that PSHE and RSE is taught in every half term either on a weekly basis or through blocked sessions – this is decided by the teacher and is dependent on the topic content and length.

Teaching & Learning Approach

1. Knowledge Organisers

Accompanying each unit is a 'Knowledge organiser', which contains key vocabulary, information and key facts which pupils can refer to and use throughout each unit of work. Key vocabulary is discussed at the beginning of each lesson and children are encouraged to use this vocabulary throughout the unit.



2. Vocabulary

Vocabulary forms an essential part of our wider curriculum. Kapow provides a progression of vocabulary so that teachers know which vocabulary has already been introduced and how to build on this. Children are encouraged to use the correct vocabulary when discussing their work.

3. Cumulative Quizzing

Quizzes are used from Kapow to establish prior knowledge and understand the content of each unit. Throughout each unit, pupils continually revisit quiz questions and previous content to reinforce key knowledge and vocabulary. At the end of each unit, pupils are given an 'assessment' quiz to check their understanding and knowledge. As part of spaced retrieval practice, these quiz questions are often revisited on an ad hoc basis to encourage recall.

4. Lesson Activities

Core principles are taught through activities that are relevant, practical, engaging and wherever possible, cross-curricular, providing both support and challenge for learners.

5. Educational Visits and Visitors

Where possible, our curriculum is enhanced by a range of educational visits and visitors that provide the children with a practical supplement and extension to what they already know eg Dental hygienist, school nurse, fire-fighters, coast guard.

Classroom Organisation

Children are generally seated in mixed ability groups but this may vary in some lessons that require specific differentiated groups.

Provision for Lower and Higher Ability

Differentiation

Children generally take part in mixed ability groups; however, differentiated guidance is available for every lesson to ensure that lessons can be accessed by all children and opportunities to stretch children's learning are available when required.

Extra-Curricular Activities

Staff offer a variety of activities after school, some of which are geared towards PSHE eg Team Building, but there are also other clubs which promote collaboration and cooperation eg STEM workshops.

EYFS

At Yarlside our Early Years curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Yarlside Academy, ensuring each individual reaches their full potential from their various starting points.

Parents

We know how important parental involvement is in maximising our teaching and learning. Consequently, we keep parents up to date with their children's progress and involve parents as much as possible through:

- Sending information home regarding what the children have done in PSHE at school using 'Tapestry' and through posts on our social media sites.
- Keeping parents up to date with our curriculum through newsletters and our website.
- Individual children's progress and attainment is reported to parents termly through face to face meeting and an end of year report.

Transition to Secondary School

We work in close collaboration with our 'trust' secondary school, 'Furness Academy', to ensure our pupils' transition from primary to secondary is smooth and progressive.

Continuous Professional Development (CPD)

Kapow offers a range of Webinars that are easily accessible to support RSE and PSHE.

Assessment

Formative Assessment

Teacher and self-assessment in PSHE is ongoing throughout each unit. Guidance is provided for every lesson on what to look for in order to judge children's attainment and this on-going assessment is used to develop sessions to enable pupils to deepen their knowledge and proficiency.

Children are assessed through:

- Questioning
- Observation
- Self-assessment
- Peer-assessment
- Verbal feedback

Teachers carry out regular repeated 'quizzes' to ensure learning is embedded, as part of their lessons, and these are built on throughout the unit of work so that children remember what they have been taught.

Summative Assessment

Quizzes are completed by the children as end of unit assessments and these results are recorded to monitor attainment and progress through the year. These results are also used to assess which topic areas need more reinforcement and repetition.

Impact

Whole School Tracking

Assessment results are input into a tracking spreadsheet which enables teachers, subject leads and SLT to monitor progress and attainment on a half termly and annual basis, as well as tracking between key stages.

Subject Monitoring

Progression of skills is monitored regularly through regularly reviewing and scrutinising children's work as well as organising discussions with children to talk about what they have learnt, understood and remembered about what they have been taught.

Lessons are regularly visited to monitor the quality of teaching and learning.

Staff are encouraged to feedback at staff meetings in order to continuously improve our teaching and learning.

Impact on the Children

By the time our children leave our school they:

- have a positive self esteem;
- are polite and respectful towards others;
- are well behaved (and this is frequently commented on by adults when the children are on school visits);
- have a strong sense of what is right and wrong;
- are very protective of vulnerable children and show a lot of empathy;
- look after each other;
- are able to manage their emotions appropriately;
- know how to keep themselves safe on the internet and use social media in a responsible way.