

Ripponden J&I School



PSHE Policy January 2025

INTENT

Personal, Social and Health Education (PSHE)

The intent of our PSHE curriculum is to provide a relevant and structured scheme of work that ensures that the children at Ripponden J and I School are healthy, socially adept and responsible members of society. By the time they leave us in Year 6 they will have developed the knowledge, skills and understanding to lead confident, caring and healthy lives, and will be informed and knowledgeable about the importance of personal and social education.

Aims:

- Promote school values as described in our 'Branch Out' school philosophy
- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health
- How to stay safe online

Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

IMPLEMENTATION

What we Teach

As stated above, we're required to cover the content for Relationships Education, and Health Education, as set out in the statutory guidance (linked to above).

Refer to our Relationships Sex Education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy is available on the school website. For other aspects of PSHE, including Health Education, see the attached curriculum map for more details about what we teach in each Key Stage.

Early Years Foundation Stage (EYFS)

The EYFS provision for PSHE forms a secure platform on which our children continue to develop. Our EYFS setting ensures the children understand what makes them feel safe and secure and settled in school. The staff are experts at following the children's interest whilst establishing routines and structures that promote emotional and social wellbeing. They learn specifically about family relationships as well as learning about friendships and what it means to be kind. Turn taking, sharing and appropriate social interactions are all explicitly taught through the EYFS play based curriculum.

Key Stage 1&2

Children have the opportunity to develop the knowledge of PSHE they have acquired in the EYFS. As they progress through key stage 1 and 2 they learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. We recognize that the PSHE curriculum must to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stage 1. PSHE education assists children to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

All children will learn:

Relationships

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships.

Living in the Wider World

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives

8. A basic understanding of enterprise

Health and Wellbeing

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

How we Teach

In Year 1 to 6, our PSHE curriculum is taught using the Twinkl Life scheme of learning. The spiral curriculum covers three themes, each with 4 areas, three times in KS1, LKS2 and UKS2. Please see appendix 1 – long term plan – for more information:

- Relationships – *Team, Be Yourself, VIPs, Digital Wellbeing*
- Living in the Wider World - *Money Matters, Diverse Britain, Aiming High, One World*
- Health and Wellbeing – *Think Positive, It's My Body, Safety First, Growing Up*

The scheme has been designed to exceed the statutory objectives for Relationships and Health education and teachers are encouraged to use their understanding and knowledge of the curriculum to focus first on the statutory objectives. Each year group covers their half termly focus of either relationships, living in the wider world or health and wellbeing through a series of lessons, usually weekly. We promote a safe emotional environment in which sensitive issues can be discussed openly and honestly. We value PSHE as a vehicle for the development of language skills, and we encourage our children to talk constructively about their PSHE experiences. We exploit PSHE's special contribution to children's developing creativity; we develop this by asking and encouraging challenging questions and encouraging original thinking. Work is recorded in whole-class floor books for every year group.

In PSHE, as in all foundation subjects, teachers identify key, essential questions from their units of work. These are deemed to be the most important aspects of learning that are needed to be built upon in further studies. These are passed on to the subject leaders to collate and then distribute to all staff. These questions are then used in subsequent years as 'Flashback 4s' to maintain the knowledge fresh in the children's minds and create the 'sticky learning' that we know is so important.

Inclusion

At Ripponden J and I School we teach PSHE to all children, whatever their ability. All children are provided with equal access to the PSHE curriculum. We aim to provide

suitable learning opportunities regardless of gender, ethnicity or home background. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. When pupils are working below the expected outcome within PSHE, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs. Pupils on the Special Educational Needs register may have specific PSHE related targets where a priority is appropriate.

IMPACT

Assessment

There is no formal summative assessment of PSHE. However, our expert teaching staff observe children during lessons and adapt their teaching style, content and resources to ensure that the PSHE is accessible to all. Teachers have a sound knowledge of the children, their needs and their abilities. They can talk with authority about which children do well and those which need more support. Teachers use the key, essential questions from their units of work to review, revisit and revise the curriculum throughout the year. These are passed on to the subject leaders to collate and then distribute to all staff. These questions are then used in subsequent years as 'Flashback 4s' to maintain the knowledge fresh in the children's minds and create the 'sticky learning' that we know is so important.

Roles and Responsibilities

The Governing Body

The governing board will approve the PSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Victoria Whitaker is the named subject leader for PSHE and reports to the Headteacher.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring Arrangements

The delivery of PSHE is monitored by **Victoria Whitaker**. The following are aided by the use of the key questions:

- Pupil voice
- Learning walks
- PSHE floorbooks for all year groups

Links with other policies

RSE policy 2024

Behaviour and Attendance Policy

Teaching and Learning Policy

Branch Out Philosophy

APPENDIX 1 – WHOLE SCHOOL LONG TERM PLAN

PSHE and RSE Long Term Plan – Ripponden Junior and Infant School for 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	KS1 TEAM (Relationships)	KS1 Think Positive (Health and Wellbeing)	KS1 Diverse Britain (Living in the Wider World)	KS1 Be Yourself (Relationships)	KS1 It's My Body (Health and Wellbeing)	KS1 Aiming High (Living in the Wider World)
Year 2	KS1 VIPs (Relationships)	KS1 Safety First (Health and Wellbeing)	KS1 One World (Living in the Wider World)	KS1 Digital Wellbeing (Relationships)	KS1 Money Matters (Living in the Wider World)	KS1 Growing Up (Health and Wellbeing)
Year 3	LKS2 TEAM (Relationships)	LKS2 Think Positive (Health and Wellbeing)	LKS2 Diverse Britain (Living in the Wider World)	LKS2 Be Yourself (Relationships)	LKS2 It's My Body (Health and Wellbeing)	LKS2 Aiming High (Living in the Wider World)
Year 4	LKS2 VIPs (Relationships)	LKS2 Safety First (Health and Wellbeing)	LKS2 One World (Living in the Wider World)	LKS2 Digital Wellbeing (Relationships)	LKS2 Money Matters (Living in the Wider World)	UKS2 Think Positive (Health and Wellbeing)
Year 5	UKS2 TEAM (Relationships)	LKS2 Growing Up (Health and Wellbeing)	UKS2 Diverse Britain (Living in the Wider World)	UKS2 Be Yourself (Relationships)	UKS2 It's My Body (Health and Wellbeing)	UKS2 Aiming High (Living in the Wider World)
Year 6	UKS2 VIPs (Relationships)	UKS2 Safety First (Health and Wellbeing)	UKS2 One World (Living in the Wider World)	UKS2 Digital Wellbeing (Relationships)	UKS2 Money Matters (Living in the Wider World)	UKS2 Growing Up (Health and Wellbeing)

*Note that Year 5 are completing LKS2: Growing Up in Autumn 2, as we feel this is a more appropriate age to deliver this unit. Year 4 will therefore deliver UKS2 Think Positive in Summer 2