



## Riverside Primary School

### PSHE (Personal, Social, Health and Economic Education) Policy

Including Relationships and Sex Education

May 2024

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## 1. Policy Development

This policy was developed by the school governors and the PSHE Subject Lead, in consultation with pupils, staff, and parents/carers.

## 2. Links to other School Policies

This policy should be read in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour and Engagement Policy
- Anti-Bullying Policy
- Computing (Online Safety) Policy
- Equality Policy
- SEND Information Report
- Drugs, Alcohol and Tobacco Policy

## 3. Compliance with Statutory Requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf). Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

- Relationships Education is compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools.
- Health Education is compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.
- In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.

As a school we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements.

#### 4. Purpose of Policy

This policy further sets out:

- Our approach to integrating statutory Relationships Education and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE, including Relationships Education, Health Education and Living in the Wider World.
- Our definitions for Relationships Education and Health Education.
- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum.
- Information for parents and carers about what is taught and when in PSHE Education, along with specific information about their involvement with RSE including clarification that parents do not have the right to withdraw from Relationships and Health Education but do have the right to withdraw from any non-statutory Sex Education taught.
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review.

#### 5. Curriculum Statement

##### **Intent**

At Riverside Primary, we teach PSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, and Cultural) development opportunities provided for our children.



## Implementation

At Riverside Primary, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children's needs.

## Impact

The impact of our PSHE teaching is evident across the school as a whole. It is shown through the pupils' behaviour, their attitudes to learning and their respect, care and understanding for, and of, each other. The impact of the PSHE curriculum is also monitored through book looks and lesson drop-ins by the PSHE lead and senior leaders. Assessment is both formative and summative within the Jigsaw scheme of work. While the scheme has already been planned and provided to the teachers, the learning objectives within the planning allow those administering the lesson to be mindful of what needs to be assessed throughout, as well as allowing teachers to plan additional lessons and activities if needed. Activities are included in each lesson to give the children the opportunity to self-assess using resources designed in a child-friendly, age appropriate way.

As the Jigsaw scheme follows a spiral approach, the progression of learning is clear and any in-school gaps and/or anomalies are dealt with within each year group.



## 6. Teaching and Learning

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six puzzles (units). These are taught across the school ensuring that the learning deepens and broadens every year.

| Term      | Puzzle (Unit)          | Content  |
|-----------|------------------------|--|
| Autumn 1: | Being Me in My World   | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.           |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding.   |
| Spring 1: | Dreams and Goals       | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.             |
| Spring 2: | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1: | Relationships          | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.     |
| Summer 2: | Changing Me            | Includes Relationships and Sex Education in the context of coping positively with change.  |

At Riverside Primary, we allocate one lesson (approx. 45mins) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways: assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child, and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.

### *Relationships Education - What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?*

Relationships Education in primary schools will cover: families and people who care for me; caring friendships; respectful relationships; online relationships and being safe. The expected outcomes for each of these elements can be found further on in this policy.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### *Health Education - What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?*

Health Education in primary schools will cover: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid and the changing adolescent body. The expected outcomes for each of these elements can be found further on in this policy.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the 'Calm Me' time, social skills are grown every lesson through the 'Connect Us' activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing Adolescent Body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

### **Sex Education**

The DfE Guidance 2019 recommends that all primary schools have a sex education programme tailored to the age, and the physical and emotional maturity of the pupils. However, sex education is not compulsory in primary schools.

Schools are to determine the content of sex education at primary school. Sex education should ensure that both boys and girls are prepared for the changes that adolescence brings, and



draw on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

At Riverside Primary, we believe children should understand the facts about human reproduction before they leave primary school so we teach this separately to girls and boys, following the Jigsaw guidance as part of the Summer 2 unit 'Changing Me'.

### **Parents' right to request their child be excused from Sex Education**

According to DfE Guidance, "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education".

At Riverside Primary, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this:

- Year 4 - Changing Me Puzzle – Piece 2 - Having a Baby (Alternative)
- Year 5 – Changing Me Puzzle – Piece 4 - Conception
- Year 6 - Changing Me Puzzle – Piece 3 - Babies: Conception to Birth

The school will inform parents of this right by a letter sent home during Summer Term 1, prior to the Changing Me puzzle/unit being taught. A Parents' meeting will also be held in Summer Term 1, where parents will be shown the Jigsaw RSHE presentation, explaining our statutory and non-statutory content of the PSHE lesson.

We are of course happy to discuss the content of the curriculum and invite you to contact Mrs Hart should this be the case.

### **7. Assessment**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

|  | Pupils should know...  | How Jigsaw provides the solution   |
|--|--|--|
| <b>Families and people who care for me</b> | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul> |
| <b>Online relationships</b>                | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>                                 |
| <b>Being safe</b>                          | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>                                 |



|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul> |  |
|--|--|--|

## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental well-being. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

|                                  | Pupils should know   | How Jigsaw provides the solution   |
|----------------------------------|--|--|
| <b>Mental wellbeing</b>          | <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul> |
| <b>Internet safety and harms</b> | <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p>  |

|                                    |   |  |
|------------------------------------|---|--|
|                                    | <ul style="list-style-type: none"> <li>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>Where and how to report concerns and get support with issues online.</li> </ul> | <ul style="list-style-type: none"> <li>Relationships</li> <li>Healthy Me</li> </ul>  |
| <b>Physical health and fitness</b> | <ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>The risks associated with an inactive lifestyle (including obesity).</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul> |
| <b>Healthy eating</b>              | <ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>The principles of planning and preparing a range of healthy meals.</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>   | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul> |
| <b>Drugs, alcohol and tobacco</b>  | <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>The facts and science relating to immunisation and vaccination.</li> </ul>  | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul> |

|                                 |  |  |
|---------------------------------|--|--|
| <b>Basic first aid</b>          | <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>  | All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>                        |
| <b>Changing adolescent body</b> | <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> | All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul> |

The Jigsaw scheme of work is planned as such to ensure pupils develop key knowledge over time. Both throughout the teaching process and at the end of each unit of work, teachers rigorously check and consolidate pupils' key knowledge.

Lessons within each unit have been planned to ensure the systematic development of the key identified skills across the school. By the end of each key stage, pupils are expected to know, apply and understand the skills and processes specified in the relevant programme of study as set out in the National Curriculum (statutory requirements). The non-statutory requirements are also drawn upon to extend children's learning and provide an appropriate level of challenge.

Jigsaw lessons are assessed predominantly through differentiated questioning and group discussions. Children receive feedback through teacher assessment, self/peer assessment, live marking, whole-class feedback and distant feedback – in line with the school's marking and feedback policy.

Ongoing assessment includes:

- Observing children at work – individually, in pairs, in a group and in class;
- Questioning, discussing and listening to children;
- Considering and discussing work and investigations produced by children together.

In EYFS, pupils are assessed in accordance with the Development Matters statements.

## 8. Planning and Resources

Teachers use the Jigsaw scheme of work to inform the structure and content of their lessons, specialist vocabulary, and key knowledge. Any and all PSHE resources to support the teaching of all units across the Jigsaw scheme of work are used consistently and maintained



and allocated by the subject leader. These are allocated to the class teacher at the beginning of each academic year and are kept in each classroom, accessible to all staff.

## 9. Organisation

Within the academic year, children study PSHE in blocks as outlined under Section 6 – Teaching and Learning. This allows pupils to enhance their PSHE knowledge and develop key skills and understanding through focused learning throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit.

## 10. EYFS

The Jigsaw scheme of work is progressive and fully planned across the school, giving children the relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. In EYFS, PSHE is built around the following PSED Early Learning Goals (ELGs):

- Self-regulation
- Managing self
- Building relationships

Children at the expected level of development will be able to do the following for each of the goals:

### Self-regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

## Managing self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

## Building relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others needs.

## II. KS1 and KS2

### Key Stage 1:

In KS1, the importance of class discussions and partner talk is still prominent, as it is across the school.

The teaching of PSHE in KS1 is supported through the use of the Jigsaw Charter and allocated resources. The Jigsaw Charter is referred to throughout the teaching of PSHE, and reminds pupils that they should respect one another by taking it in turns to speak and listen to each other, using kind and positive words and only using names when giving compliments or when being positive. The Jigsaw Charter also reminds the pupils that it is okay to pass if they do not feel comfortable sharing, and that they should all respect each other's privacy.

By the end of Key Stage 1, pupils should be able to identify and name feelings, and express some of their positive qualities. They should be able to demonstrate that they can manage their feelings in a positive and constructive way. Pupils should also be able to share their views and opinions with others around a range of topics, for example fairness, and should be able to set themselves personal goals.

In terms of health and wellbeing, pupils should be able to recognise what is and is not healthy, and make good choices about their own health and wellbeing (for example, choosing healthy foods, physical activities, and knowing the importance of hats and sun protection). They will also be able to name parts of the body and know how to keep themselves clean, they will also know that growing involves aging from young to old. Children should be able to talk about harmful aspects of some household products and how these should be kept safe.

### Key Stage 2:

PSHE in KS2 is also taught supported by the Jigsaw Charter. Some areas in the KS2 scheme of work are sensitive, therefore the Jigsaw Charter is embedded into the lesson and used heavily in the upper year groups.

By the end of KS2, pupils should be able to recognise and describe their own self-worth and that of others around them. They should be able to confidently express their own views and opinions, and show respect for those of others – regardless of whether or not they differ to their own opinions.

Pupils will be able to identify positive ways to face new challenges (such as, moving to secondary school), and should be able to discuss some of the bodily and emotional changes at puberty, also discussing how these can be dealt with in a positive way.

In KS2, pupils will be able to talk about a range of jobs, and explain how they can develop skills to work in the future. They should be able to demonstrate how to look after and save money, and also how to develop healthy lifestyles – including the importance of exercise and its effect on emotional wellbeing.

Children will also be able to recognise peer pressure and issues around this, and know how to combat these issues. Pupils will be able to list some commonly available drugs (both legal and illegal), and describe the risks and effects associated with these.

They will be able to explain how actions have consequences, bullying in particular, and how they can respond to this. Pupils will be able to identify different types of relationships (e.g.



marriage, friendships, etc.), and will know how to maintain good ones (e.g. listening, supporting, caring, etc.) Pupils will know how to respond to and challenge negative behaviours such as stereotyping and aggression. They will be able to identify different beliefs and values in society, and demonstrate respect and tolerance to those that are different to them.

## 12. Equal Opportunities

At Riverside Primary, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special education needs or disabilities. Teachers use a range of strategies to ensure inclusion and to maintain a positive ethos where children demonstrate positive attitudes towards others.

The DfE Guidance 2019 states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Riverside Primary, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

## 13. Inclusion

PSHE teaching considers the needs of different individuals and groups of learners. Tasks are designed and differentiated as appropriate to ensure an appropriate level of challenge. Supporting adults are also deployed effectively to ensure focused support where this is necessary.

Teachers use a range of inclusion strategies, including paired work; open and direct questions; differentiated questioning and the activation of prior knowledge and contextual



learning. This supports the inclusion and motivation of all learners ensuring that optimum progress is made throughout each part of the lesson.

#### 14. Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure the high profile of the subject and provide a strategic lead and direction for PSHE in the school.
- To maintain and ensure use of the central supply of PSHE resources, in accordance with those specific to each year group and topic.
- To support colleagues in their teaching of PSHE and support the CPD of others.
- To ensure progression of the key knowledge and skills identified within each unit and ensure that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and supported by the Senior Leadership Team (SLT).
- To monitor planning and oversee the teaching of PSHE.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the PSHE curriculum enables the progress and raises the attainment of all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the PSHE curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the immediate and wider local area to enhance the PSHE curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy and to attend regular opportunities for CPD.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in PSHE.

The subject leader has specially-allocated time for fulfilling the task of reviewing samples of children's work, training and liaising with subject leaders from other schools.





## 15. Parents

Parental input is highly valued and parents are regularly invited and welcomed into school across subjects to share their own expertise with the children. Enquiries from parents and members of the school community with specialist expertise and knowledge are also encouraged. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching and learning of PSHE at Riverside Primary.

Date of policy: May 2024

Policy review date: May 2025