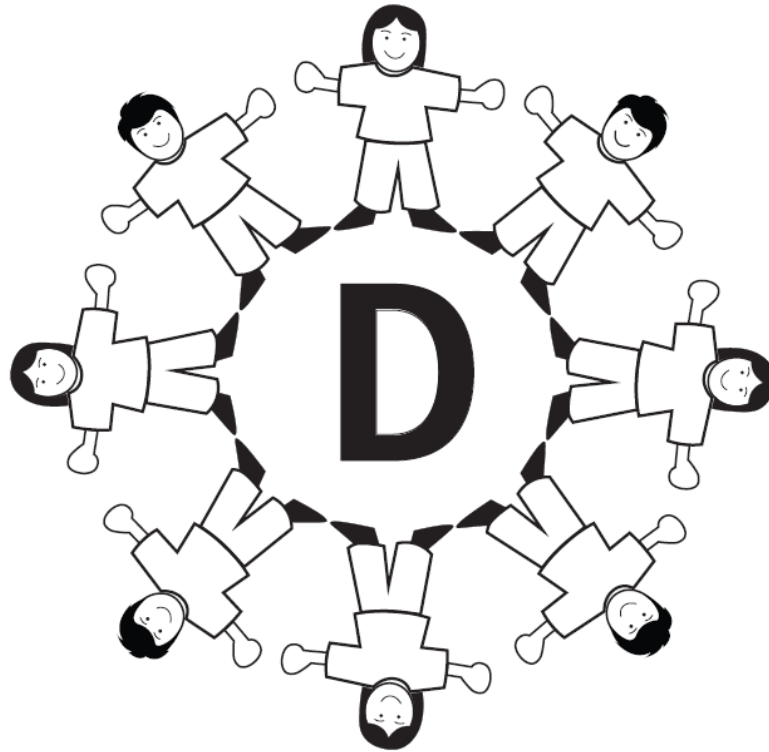


# Dalestorth Primary and Nursery School



SMSC / PSHE Policy  
November 2024

## **SMSC / PSHE Intent**

At Dalestorth Primary and Nursery School, we teach PSHE by meeting the requirements of the National Curriculum. We aim to deliver high-quality education which teaches pupils to develop skills and knowledge which enable them to access the wider curriculum and prepare them to be a global citizen now and in the future.

We aim to deliver quality first teaching that follows a carefully planned sequence of lessons that allow space and time to talk, reflect, share and experience life together. PSHE is taught in a safe, caring and nurturing way. Building mutual trust and respect between all within the classroom. PSHE is taught progressively throughout the school and will cover specifics unique to our area. We want children to develop independence, resilience, respect, trust, social justice and tolerance. Teaching is designed to take account of our progression documents to ensure age appropriate content. The curriculum will demonstrate appropriate subject knowledge and understanding to fulfil the duties of the Relationship and Sex Education (RSE) whereby schools must, 'provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.'

### **To develop our pupils in PSHE and SMSC we:**

Teach PSHE / SMSC once per week in Key Stage One and Key Stage Two. In Foundation Stage, PSHE is taught discretely through the Early Years Provision and comes under the PESD (Physical, Social and Emotional Development), Understanding the World, Language and Communication.

PSHE:

- Is taught for 1 hour per week, however PSHE units of work may be taught in blocks to meet curriculum requirements and load. Work is recorded in a class floorbook.
- Takes account of children's spiritual, moral and social experiences, showing a non-judgemental approach to shared experiences.
- Follows the suggested guidance from the Talking Point Scheme of Work along with the Dalestorth Long Term Plan for PSHE.
- Includes a variety of evidence, not just written examples, including a class floorbook. This may include (but not limited to): photos, time for reflection, drawings, shared items from home, scribed class conversation or time to talk.
- Includes pupil work that comes from the child and therefore not directly copied from that of the teacher. The teaching of PSHE is a chance to allow children to explore concepts securely, freely and supportively – not to instruct or expect but to guide and support.

The teaching of RSE is in line with the new policy for RSE and follow suggested guidelines on what is being specifically taught.

British Values are still a part of the teaching of a holistic PSHE curriculum and should be discussed at relevant points throughout the year with the children. This is also addressed in weekly assembly themes as well as in PSHE lessons.

### **Equal Opportunities and Inclusion**

- All children are given access to a broad and balanced writing curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs (SEND).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.
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## **SEND**

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We do this by responding to each child's different needs. The level of challenge should not be altered, rather that we change the tools we give to the children, so that they can be successful. If a child is being tracked on BSquared they may receive a more individualised curriculum and may receive a different level of challenge as appropriate. See SEND policy for further details.

## **Curriculum Organisation**

### **Foundation Stage**

In Foundation Stage, the Early Years team teach PSHE discretely through the Early Years Provision and comes under the PESD (Physical, Social and Emotional Development), Understanding the World, Language and Communication.

### **Key Stage 1**

In Key Stage 1, we follow the 'Talking Points Scheme of Work' which focusses on the following strands: 'Looking After Me', 'Understanding Me', 'Understanding Others', 'Understanding Groups'. PSHE is taught weekly for 1 hour but sessions can vary in time depending on the concept being taught. PSHE units of work may be taught in blocks to meet curriculum requirements and load. Work is recorded in a class floorbook.

### **Key Stage 2**

In Key Stage 2, we follow the 'Talking Points Scheme of Work' which focusses on the following strands: 'Looking After Me', 'Understanding Me', 'Understanding Others', 'Understanding Groups'. PSHE is taught weekly for 1 hour but sessions can vary in time depending on the concept being taught. PSHE units of work may be taught in blocks to meet curriculum requirements and load. Work is recorded in a class floorbook.

See the subject expectations document for more information.

## **Assessment**

See the Whole School Teaching and Learning Policy and subject expectations for more information.

## **Teaching and learning**

When staff are planning and delivering RE sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a critical thinker, using retrieval of knowledge and subject specific sentence starters for writing and oracy work.

## **Monitoring this Policy**

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in PSHE and SMSC to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen.

It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the SMSC policy and to seek clarification from SLT if unclear.

The policy will be evaluated and reviewed with staff having an input into any changes.

## **Parents and Stakeholders**

Any parent wishing to read the PSHE and SMSC policy will be directed to the school's website.

The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

**POLICY REVIEW**

This policy is to be reviewed every two years.

**Policy written by M Thorne**

**Policy adopted: March 2021**

**Policy reviewed by A Wolff November 2024**

**Policy due to reviewed: November 2026**