

# Coalway Community Infant School

## PSHE (Including RSE) Intent



### Whole school Vision:

- We will nurture our children to become happy, independent, confident and valued individuals who will be able to make healthy, happy relationships with a range of people. They will develop positive personal traits, values and attitudes, which will prepare them for later life experiences.
  - We will ensure all of our children experience a broad, rich curriculum, tailored to the unique needs of each individual child.
  - Our children will have developed knowledge, understanding and skills across the curriculum by the time they leave us, ensuring that they have the skills necessary for their future success.
  - We will focus in particular on supporting the development of our children's early communication and language skills, early reading and early mathematics skills, to accelerate their progress and prepare them for the next stage of their education.
  - We will enable our children to believe in themselves and be aspirational, to achieve the highest possible standards and be successful.
  - We will help our children develop a love of and enthusiasm for learning, where they are proud of themselves and celebrate everyone's achievement.
  - We will care for and support everyone within our 'Coalway family', establish good communication and relationships, and work together to provide the best outcomes for all of our children. We will continue to develop the children's understanding of their belonging within the community and the wider world and strive to develop strong successful partnerships beyond the school.
  - We will ensure that all children try new things, perform in a show, learn outdoors, including within our beautiful Forest of Dean setting, have experiences within the local community, visit new places and have the opportunity to learn to swim.
- Our children will leave Coalway Infants with positive, happy memories, having had a wealth of experiences and a range of academic, creative, sporting, cultural and spiritual opportunities.

### PSHE Vision

In PSHE we will provide opportunities that encourage a love of learning and enthusiasm for the subject. Skills and knowledge have been considered and planned, making links with previous learning that is age related.

### How is PSHE taught?

EYFS - Personal, Social and Emotional Development is a Prime area of learning in the EYFS (2021). In the first term, children explore the 'Me and My Relationships' unit of work which focus on making relationships and managing feelings and behaviours as well as self-confidence and awareness. These skills are re-visited and developed throughout the year following the SCARF programme.

KS1 - Children are taught PSHE sessions in discrete weekly lessons using the SCARF programme which covers the curriculum. Long term planning ensures progression of skills and objectives and that particular subjects are covered at an age appropriate time.

In addition to PSHE sessions, teachers may plan circle time/discussion opportunities to address subjects as they arise (behaviour and friendship questions, local and national news headlines, disclosures of individuals that may affect classes/groups of children). Teachers endeavour to respond to the needs of the children in their class and will guide discussion and sessions to support children in achieving the aims of the session. Teachers are aware that additional content is available to support them with this.

Teachers plan sessions from our school curriculum using SCARF and GHLL resources. PSHE is taught whole class but teachers are mindful of groups or individuals that may need particular consideration when covering certain

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subject material. Parents are informed and consulted about particular areas of teaching such as RSE and family.

Often teaching is based around a book or video clip that helps to explain a concept or set a scene for discussion. It may be linked to real life situations and therefore be particularly relevant to the children in the class. As much as possible children are involved in experiences which enable them to engage more effectively with the aims of the session e.g. Visitors to school.

RSE is taught to all year groups in the Summer term. The content of RSE has been adapted to suit the needs of the children at Coalway Infants. There is some flexibility in timings to ensure that children receive this content at a time that is most appropriate for them. More detail is provided on the RSE Curriculum and Policy.

Intervention: When we have a child with a particular need we run interventions to focus on developing life skills, social interaction, awareness of emotions and relationships with others. (ELSA, Social Stories, NELI)

Home/School Links: Teachers may approach parents to discuss aspects of the curriculum that may be relevant to their child prior to PSHE teaching. Policies are shared on our school website for parents to view. We will consult with parents to discuss the RSE Policy.

### Golden Threads:

- Anti-Bullying Week
- Assembly visitors
- Police and PSO visits
- Children in Need
- Food Banks

### Why PSHE is taught in this way?

EYFS - continuous provision provides opportunities for children to practise the skills of the development matters strand of PSE. Activities that are planned and provided for the children align with the Y1/2 curriculum.

Continuous provision enables them to rehearse skills taught during the focused lessons.

KS1- Teaching discrete sessions of PSHE along with planned coverage of values during assembly and responses to issues raised means that there is breadth of coverage of the curriculum. Visits, workshops are organised and run to further develop children's experiential learning and support them in developing skills taught within lessons. The use of books, video clips and photos help children to initiate discussion around particular topics and issues.

Themes are given priority in cases when the issues discussed have a link to concerns for children within our school.

### How does PSHE meet our curriculum intent?

Our school community values all children and adults alike, this can be seen through the very good behaviour of our children and respect that all of the school community show for each other. We value our surroundings, nature and objects. We all aspire to be the best we can be in terms of education and our personal interactions. We aspire to raise the self-esteem of all pupils and for them to leave us well equipped to deal with their next challenges.

Throughout the school day children are expected to develop the skills that are essential for interaction and developing relationships throughout life. They address each other in respectful ways, they use knives and forks correctly during lunchtime, serve the school community by helping at these times. Teachers celebrate when children show our school Coalway School Bees Values. Specific curriculum objectives look to develop children's life

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skills in a variety of areas e.g. perseverance, personal hygiene, taking risks and attitudes, resilience. A few examples of how the school works to raise self-esteem and confidence in addition to delivering the aims of the curriculum are; KS1 Make me a Superhero. We plan to introduce an assembly Y2 group whose focus will be to take on roles of responsibility around the school and to take part in assembly.

We believe that there is a greater value in the activities and discussions that are planned to support the delivery of PSHE skills rather than the written outcome. Through these discussions children are taught to take turns and value each other's' opinions even when these are not necessarily the same as our own. Our PSHE curriculum is enriched through experiences such as trips and speakers into school, role play and reflection.

**Subject leader driver 2023 2024**

- Monitoring of pupil's work- planning, lesson visits and evidence recorded in folders/books. Evidence of scaffolding for SEND pupils.
- Monitoring of acquired skills and knowledge- pupil voice, book look.