

Redscope Primary School



**REDSCOPE
PRIMARY
SCHOOL**

PSHE and C Policy

May 2026

Introduction

This document is a statement of aims, principles and strategies for the teaching and learning of PSHE and C at Redscope Primary School. It was developed and is updated through consultation with all teaching staff. Personal, Social and Health Education and Citizenship enables pupils to develop the knowledge and understanding, skills, attitudes and values, which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives both now and in the future. PSHE is taught through weekly discrete lessons and is supported by drop down days and special areas of focus. PSHE is also taught incidentally through discussions that may arise at any time.

Curriculum Intent

It is our intent to grow healthy, independent and responsible members of the community who have the tools to make 'good' choices in life.

We aim for children to have an understanding of how they are maturing personally and socially and develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of the diverse society in which we live. We continually strive to create citizens of the future who develop the skills and knowledge they need to manage challenges that they will face throughout life. Staff endeavour to be good role models and the children are actively encouraged to respect each other and the environment, both in and outside our school.

The aims of Personal, Social and Health Education and Citizenship are to enable children to –

- stay as healthy as possible;
- learn to keep themselves and others safe;
- develop effective and satisfactory relationships;
- learn to respect the differences between people;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Curriculum Implementation

In the Foundation Stage, teachers use the Development Matters Statements and Early Learning Goals in the revised EYFS curriculum (2021) to plan and deliver PSED. In Key Stage 1 and 2, the teachers use the National Framework for Key Stage 1 and 2. This is implemented by planning using the RoSIS Scheme of Work.

The RoSIS Scheme of Work provides clear guidance for each year group to support the delivery of PSHE and C lessons. It is delivered in discrete curriculum time and other subjects where there are cross-curricular links (e.g. health education – work in keeping our bodies healthy linked to science, keeping safe – work about our locality linked to geography etc).

There are whole class discussions and work displayed in a floor book in each class. The wider PSHCE curriculum links well with the schools work on Healthy Schools, Emotional Wellbeing and On-Line Safety.

The curriculum has been broken down into specific year group content and is progressive in terms of the subject knowledge children learn and build on year on year. Each year group covers age related material as determined by the school and in line with DfE guidance. The curriculum has content linked to both British Values and the Protected Characteristics.

Leaders want the curriculum to be challenging and have the content context specific to the children and families of Redscope, ensuring this begins in the EYFS with the youngest children. This involves tailored lessons within a year group where needed to provide in depth learning. The curriculum is adapted to meet the needs of the children for example, when issues occur due to children using apps at home, online safety sessions are taught.

Emotional literacy is a part of daily life at Redscope. Zones of regulation (developed by Leah Kuypers) are used from Y1-Y6 to support children with emotional regulation. The Colour Monster by Anna Llenas is used in Redscope Foundation Stage to help children to identify emotions and regulate behaviours. We embed our school values, promoted throughout the curriculum wherever possible of; Basic skills, Creativity, Positive Contribution and Emotional Literacy. The British Values are also embedded throughout the curriculum where possible.

As well as using the ROSIS scheme, we celebrate and discuss issues, hold workshops/assemblies on anti-bullying, e-safety, wellbeing and The Anti-Bullying Company, Rotherham United Community Sports Trust and Crucial Crew deliver activities and assemblies. Self-assessment has a core role in PSHE and Citizenship and we give opportunities for pupils to reflect on their strengths, their needs, their learning and their development through circle times, discussions, focus questions and independent tasks. Pupil Voice Questionnaires are carried out each academic year and assess the children's knowledge and understanding. Children recognise and understand the school values and the fundamental British values. Formative assessment is on-going and used to plan work. Summative assessment is recorded and reported to parents in the child's End of Year Report.

Curriculum Impact

The PSHE and Citizenship Co-ordinator monitors the standards of children's work and supports colleagues in the teaching of PSHE and Citizenship, giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The coordinator provides relevant information to the Head Teacher, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. Data is collected following teacher assessment in the spring term and at the end of year. This is monitored and key cohorts are offered further support and guidance where appropriate. Pupil voice questionnaires are carried out each academic year and assess the children's knowledge and understanding within PSHE and C. Regular feedback is given to staff to act on all forms of information gathering.

A successful approach at Redscope Primary School supports children in becoming happier, feeling positive about school life as a whole, having a better understanding of rules and responsibilities as well as being enabled to handle setbacks and disagreements. During PSHE

lessons, children have a safe space in which to discuss their feelings, opinions and develop their emotional intelligence.

By the time, they leave Redscope Primary School Leaders want children to be able to:

- Manage a range of emotions
- Keep themselves safe
- Know about healthy relationships and know what to do if you are in a situation that is unhealthy
- Know where they can get support from and who from
- Be independent, resilient, confident, kind and caring children
- Know their future possibilities and build aspirations for their lives.

Children at Redscope Primary School enjoy PSHE and C and value its place within the curriculum.

Children leave our school being creative, with a wealth of knowledge of the world and most importantly, a sense of how to treat others fairly and make a positive contribution to society.

They are equipped to be citizens of the future who are active and involved in issues relating to both the locality and wider world.

May 2026 – G. Bradwell PSHE & Citizenship Lead
Next Review – May 2028