

Curriculum policy: Personal Social Health and Economic Education (PSHE)

PSHE:

Building healthy, respectful relationships with yourself and others



Curriculum Intent

We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, as well as others in the community, to empower them with a voice and to equip them for life and learning.

The aim of Personal, Social, Health and Economic Education (PSHE) and Relationship, Sex Education (RSE) curriculum, is to prepare children gradually and appropriately for adult life, developing positive healthy relationships and equip children with a sound understanding of risk, with the knowledge and skills necessary to make safe and informed decisions.

It supports children through their physical, emotional, moral, cultural, and mental development, and helps them to understand themselves, respect others and sustain healthy relationships of all kinds.

Our children are encouraged to develop a sense of belonging by playing a positive role in contributing to school life and the wider community. As a result of our PSHE/RSE curriculum we aim for our children from Nursery through to Year 6, to become positive members of society with the knowledge of how to keep themselves and others safe and to understand and develop healthy relationships both now and into their adulthood.

To ensure progression that builds on learning from previous academic years, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs.



Curriculum Aims

We want children to be able to:

- Keep themselves and other safe.
- Build resilience and belief in themselves.
- Make healthy and informed choices in their own lives.
- Learn to respect themselves and others.
- Understand what a healthy relationship looks like.
- Understand the value of money.
- Understand why/how their body changes.
- To understand the importance of British values



Lesson structure

We allocate 45 minutes each week to teach PSHE knowledge and skills in a developmental age-appropriate way.



Planning and Resources

Each unit employs the same structure. Teachers begin by looking at the unit overview. This provides an at-a-glance overview of what will happen in the half termly unit. It offers practical advice regarding resourcing and teaching of the unit of work. It starts with the unit title and key enquiry question.



Curriculum Implementation

Our curriculum consists of six half-term units of work, each containing six lessons covering each academic year:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Relationships

Term 4: Healthy Me (including drugs education)

Term 5: Changing Me (Including sex education)

Term 6: Dreams and Goals

We ensure the children have cross-curricular experience, through the National Curriculum subjects, British Values education, Spiritual, Moral, Social and Cultural development, and our school rules of Ready, Respect and Safe. The children will also experience guest speakers/ theatre groups to broaden their experiences. Pupils work will be recorded in Floor books that reflect their understanding of the topics they are learning about.



Assessment

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on children's discussions or through direct conversation with children to check their understanding and correct use of vocabulary.

Each unit is clearly evidenced with a title page which breaks down the 'I can' statements for each lesson. The 'I can' statements should be constantly referred to throughout the lesson. Wherever possible the work recorded in the class Floor book will demonstrate their understanding and allow them to indicate that they have achieved the 'I can' statement.

By looking at which 'I can' statements the children have achieved, the children, teacher and subject leader can quickly determine who is working at age expectations and the knowledge, skills and concepts that require further attention.



Inclusion

We teach PSHE to all children, whatever their ability. Those working towards expectations will work on tasks that are adapted to suit their needs. They may also choose to demonstrate their understanding orally or visually, to avoid limited literacy skills hindering their achievements within the subject. Where possible, children will be supported through paired and group work. Questions posed within the sessions provide opportunities for all children to be able to contribute.



Role of Subject Leader

- Ensure that the statutory requirements are met.
- Ensure appropriate professional development opportunities are provided for all staff.
- Monitor their subject to ensure consistency of approach.
- Ensure regular and appropriate assessment of PSHE takes place and have a clear overview of who is achieving age related expectations.
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up.
- Ensure appropriate resources are available.
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school.

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