

Curriculum Intent for PSHE and RSE at Foundation Stage, Key Stage 1 and Key Stage 2

VISION

PSHE Vision:

To ensure children are confident and comfortable to express their emotions and opinions and are able to respect both themselves and those around them.

INTENT

At Padbury C of E School we believe that the children in our school are growing up in an increasingly complex and ever-changing world which presents many positive and exciting opportunities but also many challenges and risks. Therefore it is our aim to deliver a PSHE curriculum which not only tackles a range of themes and issues, but also equips them with essential knowledge and skills needed for lifelong learning. We believe it is imperative for our children to be given the tools to 'be the best they can be' and prepare them for the next steps in their education, and their later employment. We also want to ensure our pupils are provided with the opportunities to learn about rights and responsibilities, appreciate what it means to be part of a diverse society, understand the importance of playing a role in the wider community, develop a sense of self-worth and know how to live with a healthy mind and body. Through carefully planned and resourced lessons which also support social, moral, spiritual and cultural development, we can provide children the essentials of safeguarding issues and emotional well-being. It is our duty to develop children's voice, identity and self-esteem while giving them the confidence to contribute to society in order to become active and good global citizens. It is also our intent to deliver a comprehensive programme of Relationships and Sex Education (RSE) which enables our pupils to explore the complexities of the relationships they will have now and in the future.

IMPLEMENTATION

We have created a scheme of work which is not only in line with the National Curriculum statutory requirements, but meets the specific needs of our pupils. The PSHE Association has a programme of study which has been split into three core themes, Health and Wellbeing, Relationships and Living in the Wider World. We have used this programme of study to develop our PSHE Education programme which is planned on a two-year rolling cycle and these themes will be covered throughout each year. PSHE topics are linked closely to other curriculum areas where possible to give children a wider context for their learning. The lesson objectives have been devised in such a way that the learning skills for each year group are progressive and age appropriate. Being part of the PSHE Association ensures that resources we use have been quality checked by them. In the Summer Term of each year, RSE is taught using the Christopher Winter Project Resources and scheme of work.

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE through and in other subjects/curriculum areas
- Circle Time
- Specialised assemblies
- PSHE activities and school events, e.g. Children's mental health week
- Pastoral care and guidance
- Visiting speakers, e.g. NSPCC



As educators, it is our duty to create a classroom environment where children feel safe, confident and valued. All our sequenced lessons provide children with a framework of support so that there is an opportunity to ask questions and allows their voices to be heard. Teachers understand the importance of tackling issues which may arise (both classroom and global) and adapting teaching where necessary in order to support and educate. Through the use of oracy strategies, we expose children to a range of rich vocabulary to develop language and understanding of their own personal development and worldwide issues.

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through observations, evaluations, or photographs/videos.

In Key Stage 1 and Key Stage 2, class teachers make use of ongoing observations to assess children's progress in PSHE. At the beginning of each new PSHE topic, class teachers share the topic for the half term with the children and then they carry out activities, such as mind-mapping, to identify what they already know. At the end of the half term, children return to this to reflect and discuss what they have learnt. This helps both teachers and pupils to see clear progress and allows teachers the opportunity to address any misconceptions. Class Big Books are used to record children's learning journey in a variety of forms, e.g. photographs as well as written work samples and quotes from discussion. The very nature of PSHE means that careful consideration is given to the best means of recording. Written work may not always be appropriate, and staff will use their professional judgment in this. Class teachers complete a PSHE assessment at the end of each topic. These assessments are used to judge each child's attainment in PSHE which is reported to parents annually.

IMPACT

Following the implementation of the broad and balanced PSHE curriculum at Padbury C of E School, children will be respectful, independent, responsible and confident members of society within their local area and in the wider world. They will be equipped with tools to maintain healthy and positive lifestyles with regard to relationships, physical and mental wellbeing and their own personal identity. As they become more confident throughout the areas of PSHE and progress in the related skills, children will understand their personal role in society and will have developed the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect. The most significant impact that we want for our pupils is the development of respect for themselves and others.

