



## **Personal, Social, Health and Economic curriculum (PSHE)**

### **Rationale**

What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values based on love, growth and health.

With this in mind, PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. And giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.

This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically, and enjoy greater success.

### **Intent**

At the heart of all areas of our curriculum is our school vision with which 'We Promise to Flourish Together'.

At Sharow CE Primary School, we have chosen to use the Kapow scheme of learning to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which supports all children, including SEND, to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

We have adapted our PSHE curriculum in response to valuable insights provided by our Local Policing Support and School Liaison Officer, who has highlighted that online behaviour, particularly bullying, is a significant issue in local secondary schools. To tackle this, we have integrated comprehensive lessons on digital citizenship and online safety into our PSHE curriculum. These lessons focus on: understanding the impact of online actions and the importance of respectful behaviour: recognising and responding to cyberbullying; promoting empathy and resilience among pupils.



Given our predominantly white British demographic, we aim to broaden our pupils' understanding of cultural diversity and inclusivity. Our PSHE curriculum now includes: lessons on cultural awareness and respect; activities that challenge stereotypes and promote tolerance; discussions on the importance of diversity in our community.

These adaptations ensure that our PSHE curriculum is relevant and responsive to the needs of our pupils, helping them to navigate social challenges and develop into well-rounded individuals.

Quality PSHE and RSE teaching is an important element in our work to carry out our duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety.

### **Implementation**

PSHE is taught in a discrete lesson each week. This is delivered by the class teacher, or another member of staff well known to the children.

Kapow Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education.

The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme significantly contributes to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.



Protected characteristics, Fundamental British Values and SMSC are themes that run through all year groups. Gender identity is taught through the challenge of stereotypes.

In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others, and prepares pupils for the challenges and responsibilities they will face in the future.

The curriculum has a strong focus on keeping safe online as many of our children have access to devices, and the school's police liaison officer reports that this is an area of concern across the secondary schools he supports which include former pupils from Sharow.

The curriculum consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

**EYFS:**

- Self-regulation
- Building relationships
- Managing self

**Key stage 1 and 2:**

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.



Sex education is included in line with the DfE recommendations and is covered in Year 6. Parents are informed of this through our RSE policy and again prior to teaching.

The curriculum supports the requirements of the Equality Act through direct teaching of protected characteristics at an appropriate level, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress.

In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. Lessons include differentiation to stretch the most able learners and give additional support to those who need it, who may have SEND. Children's needs are well-known and teachers are proficient at making adaptations to support each child as required. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way.

Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle.

The role of parents and carers is recognised, and they are provided with information and opportunities to include them in their children's learning.

All teachers will have access to videos featuring experts from various fields, covering the key areas: Families, Friendships, Healthy and safe relationships, Digital safety and The changing adolescent body.

### **Impact**

Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their



learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

### **Assessment**

Tracking children's progress throughout school is vital for the continued acquisition of knowledge. At Sharow CE Primary School learning always starts with children's prior knowledge and misconceptions. This is ascertained using the assessment Quiz for the unit covered in the previous year. The learning is then tailored to the needs of the pupils in that class with misconceptions identified and addressed appropriately.

Each unit of lessons comes with an Assessment quiz and Knowledge catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning.

The teacher then reassesses the children at 2 and 6 weeks after the completion of a unit, their progress against national curriculum objectives. These assessments are conducted using the Knowledge catchers. These list some of the lesson titles in mind-map or table format and can be used to support retrieval of knowledge learnt in the previous unit. Pupils can revisit the same version of the Knowledge catcher to add what else they now know, further demonstrating their progression in learning.

Twelve weeks after the completion of a unit, children will complete the Assessment Quiz, allowing for both retrieval and assessment of learning to take place.