

PSHE Subject Rationale

Our Vision

LOVE, LEARN, SHINE.

SHINE in the light and love of God.

LOVE

We nurture each individual to be happy, healthy and safe, build positive and respectful relationships with others valuing their uniqueness and including everyone.

LEARN

We inspire children to a lifelong love of learning, to develop wisdom, knowledge and skills and be fluent, confident learners who are well prepared for life in a diverse world.

SHINE

We support children to grow and develop socially, emotionally, physically and spiritually, helping them to shine and share their light enabling themselves and others to flourish.

'People do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'.

Luke 8 V16.

Vision into Curriculum

Our vision translates directly into our curriculum in that:

Our curriculum promotes a love and appreciation of life and learning enabling children to *SHINE*, realise a passion for what is possible and enjoy life in all its fullness

National Curriculum Aims and Purpose

A well planned and effectively implemented curriculum begins with a sound and secure knowledge of the statutory requirements and aims for the subject.

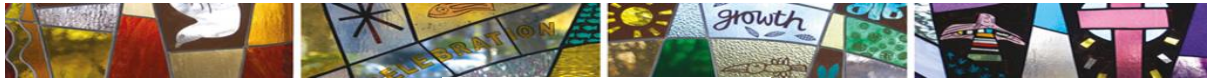
In PSHE they are;

"All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education."

Statutory Guidance for Relationship and Sex Education – Aims and Purpose

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and





Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Statutory Purpose

A high-quality PSHE education will help pupils gain a coherent knowledge and understanding of key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects. Teaching should equip pupils to ask perceptive questions, develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society and give them the knowledge and capability to take care of themselves and receive support if problems arise. These are complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

Relationship Education Aims

By the end of Primary School, children should know;

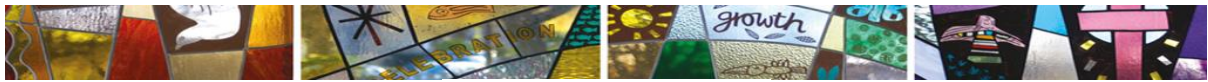
Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.





- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

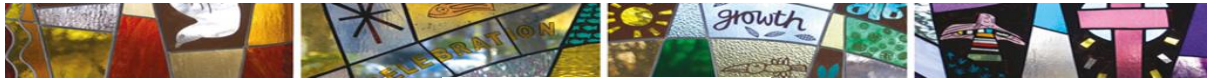
Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.





Quality First Curriculum Implementation in PSHE and RSE

Quality first curriculum implementation in PSHE and RSE supports children in becoming secure, and fluent in the identified agreed core knowledge and skills in relationship education. Fluency and security in core knowledge allow children to explore concepts in greater depth exploring and evaluating concepts and ideas enabling children to articulate informed responses about positive relationships.

At St Peter's the journey to becoming a happy, successful and productive members of society begin in the Early Years. Our youngest children learn about relationships within the EYFS area of learning known as 'Personal, Social and Emotional Development' and 'Understanding the world'. The objectives are set out in the Early Learning Goals which underpin the curriculum planning of children aged between three and five years old. These will be led by the children's interest and the 'here and how' gained from the observation, assessment and planning cycle. Common themes used in EYFS include; "Ourselves" and "People who help us".

By the time children reach the end of Year Six they will have a secure understanding of the characteristics of developing and maintaining good physical health and mental wellbeing. They will understand the benefits and importance of daily exercise, good nutrition and sufficient sleep, and will have the language and knowledge to understand the normal range of emotions that everyone experiences. Children will be able to articulate how they are feeling, through the development of language to talk about their bodies, health and emotions and to judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Our children will have experienced a number of opportunities to enhance their understanding of positive relationships within the local community. Our children will have developed a greater understanding and tolerance of, and respect for the diverse communities that they are part of.

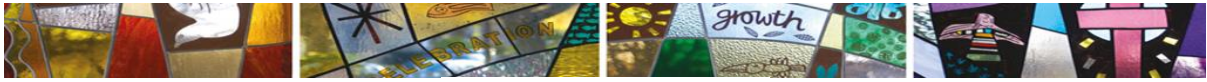
Question Based PSHE Curriculum - PSHE Association

A feature of our curriculum design is the use of the PSHE Associations 'Question Based PSHE Curriculum'. The curriculum offers both explicit and implicit learning opportunities and experiences which reflect pupil's increasing independence and physical and social awareness, as they move through the primary phase. IT builds on the skills that pupils started to acquire during the EYFS stage to develop effective relationships, assume greater personal responsibility and manage personal safety, including online, The curriculum helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Knowledge in PSHE

Knowledge in PSHE typically falls into three categories; Relationships, Health and Wellbeing and Living in the Wider World. Substantive knowledge concerns the key facts and concepts in a subject. Disciplinary knowledge relates to the thought process and understand needed to explore and construct understanding within the subject.





Monitoring & Assessing Progress in PSHE

By progress, we mean children knowing and remembering more. The key question we ask is; *'has a child really gained the knowledge to understand the key knowledge and concepts'*.

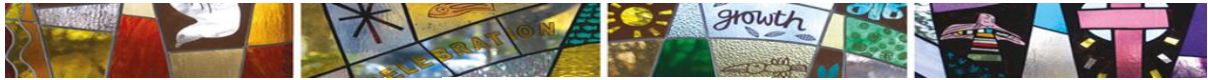
Assessing children's progress is vital in order to establish their acquisition of knowledge and skills is building confidence and fluency in all subjects. At St Peter's learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age-related way of obtaining the children's prior knowledge. Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher.

We track progress through teacher judgement, supplemented by frequent low stakes knowledge recalls (frequently in quiz format) and occasional formal tests to ensure knowledge is recalled and children are genuinely building upon secure prior knowledge.

In most subjects we are developing, knowledge organisers summarise key vocabulary (with agreed definitions), facts, and concepts. These clarify what has to be taught and are used as the basis of quizzes so that teachers can check the knowledge has been embedded.

A blocked approach to curriculum delivery including systematic structured opportunities for recall is currently being developed and implemented.





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SHINE in the light and love of God.

Wherever possible or appropriate children with SEND access PSHE along with their peers as we recognise the importance for all our children to access our curriculum in line with our curriculum design principles.

For some children with SEND, particularly those with high needs, access to PSHE is considered along with ensuring they have access to their personalised or adjusted curriculum. For example, enabling access to specialist programmes such as those advised by speech and language therapists, occupational therapy programmes or the SEN Hub. These programmes are timetabled to minimise the impact on the child's access to a broad and rich curriculum and do not impact on access to educational visits relating to PSHE. Typically, these programmes are identified in EHCPs and ILPs and curriculum adaptations are agreed with parents.

Higher attainers in this subject are challenged to ensure they become fluent with the core key concepts through additional questioning and prompts (and tasks where appropriate) which helps extend their verbal reasoning skills as well as supporting them to engage in creating, evaluating, and analysing, delving deeper into the subject content.

For children with SEND, access to the learning in PSHE in lessons may need to be differentiated and scaffolded, whilst the planned, progressive curriculum content is retained. Children are supported to succeed through:

- Breaking down tasks into smaller chunks to achieve and prioritising understanding over task completion
- Giving sufficient time to process instructions, or adapted verbal or written instructions
- Wherever appropriate or possible, information is supported by pictorial or concrete cues. E.g. Use of feeling vocabulary cards – words alongside image of someone experiencing those feelings
- Scaffolded questions from adults and orally rehearsing thoughts with an adult
- Where appropriate or necessary, pre-teaching core vocabulary or concepts
- Resources that support reduced cognitive load. E.g. whole class discussions on drawings and images and role playing.
- For children with very high needs, they may require additional resources such as social stories to learn challenging concepts or "rules" in line with their vulnerabilities. They are supported with additional teaching assistant time that is proportioned to enable children to succeed in this subject whilst promoting independence.

