



KINNERLEY CE PRIMARY SCHOOL – PSHE/RSE

Intent, Implementation and Impact

Our knowledge and skills rich curriculum builds from the Early Learning Goals in the EYFS statutory framework and Development Matters to the National Curriculum Objectives for Y1-6. The curriculum makes links with the wider world, advancing the Spiritual, Moral, Social and Cultural development of our learners and growing their understanding of British Values. Our curriculum is delivered as part of cohesive units of work, promoting the School Motto 'Dream, Believe, Aspire, Achieve' and underpinned by our school vision:

To create a school community based on Christian values, in which we strive to foster a love of learning, pride in achievement, and the spiritual and moral compass of our children, equipping them to find their own special place in society and the world. We are inspired by the Bible verse, Philippians 4v8, which encourages us to think and strive for the good, 'Whatever is true...noble...honest...just.... think on these things.'

EYFS PERSONAL SOCIAL HEALTH EDUCATION LINKS

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Two and Three and Three and Four-Year-Olds and Reception to match the programme of study for PSHE. The most relevant statements for PSHE are taken from the following areas of learning: • Communication and Language • Personal, Social and Emotional Development • Physical Development • Understanding the World.

Two and Three Year olds	Communication and Language	<ul style="list-style-type: none">• Start to say how they are feeling, using words as well as actions.• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')
	Personal, Social and Emotional Development	<ul style="list-style-type: none">• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available• Feel strong enough to express a range of emotions.• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions• Develop friendships with other children.• Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."• Learn to use the toilet with help, and then independently.
	Physical Development	<ul style="list-style-type: none">• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

		<ul style="list-style-type: none"> • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
	Understanding the World	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people
Three and Four Year olds	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing.
	Physical Development	Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.

	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. <ul style="list-style-type: none"> - Manage their own needs. personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Physical Development		- Further develop the skills they need to manage the school days successfully: lining up and queuing, mealtimes
	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Communication and Language	Listening, Attention and Understanding	Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.

			<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	Talk about the lives of people around them and their roles in society.

Government Guidance

All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

SMSC, Personal Development and Behaviour and Attitude

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which –

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Taken from: Section 78 (1) Education Act 2002

Safeguarding

- The statutory guidance on safeguarding for children in schools and colleges requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance *Inspecting Safeguarding in Early Years, Education and Skills Settings*, **including:**

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- substance misuse
- domestic abuse
- female genital mutilation
- forced marriage
- poor parenting

Learning Outcomes and Core Themes

Our resources for PSHE and Citizenship have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

Curriculum

- Although PSHE and Citizenship are non-statutory subjects for maintained schools, the National Curriculum Framework states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory Programme of Study for Citizenship at KS1 and KS2.
- The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Taken from: Guidance for Personal, Social, Health and Economic (PSHE) Education 2019

- Two key aspects of PSHE education, Relationships Education and Health Education, will be compulsory in all primary schools from 2020. PSHE education is compulsory in independent schools.

Intent

Our PSHE and Citizenship curriculum aims to equip children with essential skills for life. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through our lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in our scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. Our PSHE and Citizenship lessons aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

Our scheme of work is based on the questions approach provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This programme of study follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. As a scheme of work we will use a combination of activities suggested in the Programme of Study whilst also complimenting it with other resources such as twinkl Life's PSHE scheme of work which fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum. Shropshire's 'Respect Yourself' materials are also utilised and CEOP for online safety. Parents/carers are informed of topics and communication and information meetings and resources offered regarding RSE,

Implementation

Our PSHE scheme of work is designed to be taught in thematic units. In Key Stage 1 there is a 2 year rolling programme and in Key Stage 2 units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Links are made with other subject areas, for example Growing up' and 'My Body' topics are linked with science units, 'Our World' with Geography etc. Lessons signpost key words, building a rich vocabulary to develop understanding. The PSHE curriculum designed for delivery in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience.

Floor books will be used to capture and reflect the thoughts of pupils, without the need for extensive writing tasks. They will be a collaborative effort and help build up a learning journey for the children to revisit.

Assessment for learning opportunities are built into each lesson, which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. Summative assessment will be in line with our assessment procedures.

Impact

Our PSHE curriculum provides an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. Our PSHE curriculum supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our curriculum will be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.



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