



At Pool Hayes Primary School, we are committed to providing our children with a curriculum that inspires and challenges them to learn

## Curriculum statement for the teaching and learning of Personal, Social, Health and Economic Education and Relationship, Sex and Health Education

INTENT	At Pool Hayes Primary we value PSHE/ RSHE as a vital vehicle by which the well-being and development of the whole child can be achieved. The PSHE/RHSE curriculum aims to provide children with a variety of age-appropriate learning experiences that will equip them with the appropriate knowledge and necessary skills needed to face an uncertain future with a certainty about who they are. It aims to give every child at Pool Hayes confidence, build up their self-esteem and encourage a sense of self-worth.		
	At PHP it is our intention that when children leave, they will do so with the knowledge, understanding and emotional mindset to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.		
	Our PSHE curriculum develops learning and results in the knowledge and skills and promotes attributes which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.		
	Although Personal, Social, Health and Economic education is a non-statutory subject is an important and necessary part of all pupils' education. We aim to tailor our PSHE programme to reflect the needs of our pupils and aim to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We 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.		
UNIT	High Expectations	Ethos	Safe Environment

	<p>All children are expected to succeed and make progress from their starting points. This is measured through the use of baseline and end point assessment activities that are carried out within PSHE lessons.</p>	<p>The promotion of a school wide ethos of care and acceptance is vital in promoting the attributes and attitudes that support out PSHE/RHSE provision. The school ethos, building positive relationships both peer to peer and between adults and children, circle time, the use of worry boxes, informal chats about issues as they arise, Toot toot etc, all foster an ethos that allows children to develop skills and mindsets that enable them to thrive.</p>	<p>Children are to be provided with a safe and supportive environment in which they feel comfortable to discuss and explore their thoughts, feelings and experiences either with their peers or a trusted adult.</p>
Implementation	<p><u>Whole school approach</u></p> <p>A whole school approach is essential and effective because many aspects of school life influence pupils' personal and social development. In EYFS PSHE/RHSE is taught explicitly through PSED and reinforced and developed throughout the EYFS provision.</p> <p>This PSHE/RHSE curriculum is delivered through:</p> <ul style="list-style-type: none"> <li>• Designated timetabled time</li> <li>• Teaching in and through other curriculum areas</li> <li>• Through enrichment activities and school events</li> <li>• Through pastoral care and guidance</li> </ul> <p>We aim to deliver PSHE/RSE as a whole school approach in order to provide a full curriculum in the most effective way, providing a breadth of opportunities. It follows a sequenced, spiral programme that builds on prior learning as pupils progress through school. As a school we follow the guidance set out from the DFE and supplement this with the PSHE Association Thematic Programme of Study. This scheme offers a comprehensive programme including Relationships and Health Education, it is a spiral and progressive scheme which gives children relevant learning experiences to help them navigate their world and develops positive relationships with themselves and others. The topics revisited in each year group in Key Stages 1 and 2 are as follows:</p>		

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	<p>To support teachers in the delivery of the PSHE / RHSE content we use a range of high-quality resources such as PSHE Association resources, I Decision and NSPCC resources.</p> <p>Across all Key Stages, pupils will be supported in developing the following skills:</p> <ul style="list-style-type: none"> <li>• Communication, including how to manage changing relationships and emotions</li> <li>• Recognising and assessing potential risks</li> <li>• Assertiveness</li> <li>• Seeking help and support when required</li> <li>• Informed decision making</li> <li>• Self-respect and empathy for others</li> <li>• Managing conflict</li> <li>• Discussion and group work</li> </ul>								

H	<u>Breadth of Study/ Cross Curricular</u>  The PSHE/RHSE provision, along with our broad and balanced curriculum, covers a wide spectrum of health and relationship education including: mental health, drugs and alcohol education, emotional health and well-being, RSE, nutrition and physical activity.	<u>SEND</u>  PSHE/RHSE is needs to be accessible for all pupils. SEND or EAL pupils should follow the same PSHE and Relationships education curriculum as other students. Our aim is to ensure high quality teaching that is differentiated and personalised in order to enable accessibility for all. Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and this needs to be considered when planning, teaching and delivering PSHE/RHSE.	<u>Assessment</u>  Our PSHE curriculum is informally assessed by staff throughout their work following a 'baseline' and 'end point' assessment model. Recording of work will be in a form appropriate to the planned focus and will be shown in the teacher's planning. Evidence of PSHE/RSE will be in
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<p>personal finance and safety.</p> <p>There are links and overlaps with other subjects, for example Computing (E-safety), Science (puberty, the importance of exercise and hygiene) PE (being active and adopting healthy lifestyles), intervention groups for nurture and emotional resilience. Therefore some objectives for PSHE and Relationships will also be met outside of the allocated timetable slot.</p>	<p>Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants will work with individual pupils where required and if appropriate. It is not the school's policy to withdraw pupils with special educational needs for PSHE and Relationships education, as these aspects of personal and social development are as important to all pupils as their academic achievement.</p>	<p>a variety of forms including: discussions, group work, plenary activities, photographs, photocopies of collaborative work and self-reflection work as well as work in books. The PSHE Coordinator and the SLT will monitor implementation of the curriculum by learning walks, collection of evidence from classes, including pupil discussions, displays and through pupil, teacher and parent feedback.</p>
<p><u>Relationship Education</u></p> <p>Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:</p> <ul style="list-style-type: none"> <li>• Families and caring friendships</li> <li>• Safe relationships</li> <li>• Respectful relationships/Respecting ourselves and others</li> <li>• Belonging to a community</li> <li>• Online relationships</li> <li>• Being safe</li> <li>• Feelings and Emotions</li> </ul> <p>Relationship and Sex Education is taught within the personal, social, health and economic (PSHE) education curriculum and is planned using guidance provided</p>	<p><u>Health Education</u></p> <p>Health Education is taught within the personal, social, health and economic (PSHE) education curriculum and is planned using guidance provided by the PSHE Association.</p> <p>The statutory guidance for Health Education aims to ensure that, on leaving Primary Education, all pupils have an understanding of:</p> <ul style="list-style-type: none"> <li>• Mental wellbeing</li> <li>• Internet safety and harms</li> <li>• Physical health and fitness</li> <li>• Healthy eating</li> <li>• Drugs, alcohol and tobacco</li> <li>• Health and prevention</li> <li>• Basic first aid</li> </ul>	<p><u>Teaching learning styles/Active learning</u></p> <p>At PHP we use a variety of teaching and learning styles to deliver this curriculum. There is an emphasis on active learning, so staff include children in discussions, investigations, debates and problem solving. Children are encouraged to take part in a range of practical activities that promote active citizenship, charity fundraising (e.g. Poppy Appeal, Children in Need, Red Nose Day, Wear it Pink, Cancer Research etc) and planning events or involvement in an activity to help others who are less fortunate than themselves (e.g. Ukraine Day). Our children are involved in agreeing and producing their class charters and rules regarding how to</p>

	<p>by the PSHE Association. Biological aspects of RSE are taught within the science curriculum.</p> <p>In addition to the aspect covered within the Science curriculum, Sex education focuses of examining and teaching aspects including:</p> <p>Physical and emotional changes in puberty</p> <p>Personal hygiene routines</p> <p>Human reproduction and birth</p>	<ul style="list-style-type: none"> <li>• Changing adolescent body</li> </ul>	<p>treat others and behaviour around the school community. Other planned events in school address the emotional well-being and resilience that our children need support with (e.g. Mental Health week, Autism Acceptance Week). Other opportunities for supporting our PSHE curriculum come through participating in the Tycoons young enterprise competition and weekly sessions with WBA Albion foundation.</p>
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We are proud of the PSHE / RHSE work that we deliver, the evidence being seen through the well-rounded, confident, thoughtful and independent pupils that leave us at the end of year 6. The pupils' attitude, behaviour and demeanour around school, within lessons, at playtimes and out in the community demonstrates the respect, tolerance and high aspirations that our pupils have of themselves and each other. Pupils leave us ready for their next step into Secondary school and are armed with skills, knowledge and understanding that they can take forward into adulthood. Our pupils leave us prepared for life in an ever-changing modern Britain. They have the tools they need to succeed, keep themselves safe and thrive.

We measure impact through using 'Baseline' and 'End point' assessments, observations, work scrutiny and pupil voice, as well as this we carry out yearly teaching staff feedback where areas for development are highlighted, and for which targets for the year ahead are collaboratively developed. Assessment data is recorded on DC Pro and is reviewed as part of the High Level Monitoring schedule.

By the time they leave PHP, personal, social, health and economic education (PSHE) enables our pupils to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

By the end of Year 6, children are confident and know about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe including internet safety and harm
- How to keep themselves physically fit and healthy
- How to eat healthily and know the dangers of tobacco, drugs and alcohol
- Know the concepts of basic first aid and be confident if ever needing to make an emergency call
- That mental well-being is a normal part of daily life, there is a normal range of emotions, know and understand how to support themselves and who to talk to if they need support.