

# **The Curriculum Intent and Implementation for Personal, Social, Health and Economic Education and Relationships, Sex and Health Education**

## **‘Small Village, Big Horizons’**

**On the Road to Emmaus – Luke 24: 13 – 35**

**Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.**

Our distinctive Christian vision continues to underpin our aspiration to provide the highest educational standards possible in order to realise the potential of everyone in our school.

The school has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, enriching and challenging.

### **Intent**

The aim of our Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

PSHE and RSHE is an integral aspect of our curriculum and one that encompasses all that we aim to achieve through our mission statement and core values; to give children the knowledge, skills and understanding they need to be caring people, responsible citizens and to lead healthy lives.

The intent of our PSHE and RSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know how to play a positive and successful role within our society, both as a child and as an adult in the future. Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of an ever-changing society. We aim to provide our children with opportunities to learn about rights and responsibilities, appreciating what it means to be a member of a diverse society. Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our pupils will also be given the opportunity to explore themselves, their emotions, what is meant by mental wellbeing and develop ways to promote positive mental health.

The ambitions for our curriculum:

- **High aspirations permeate across the school**
- **The school offers a host of cultural experiences and enrichment opportunities**
- **Our pupils develop a love of life-long reading**
- **British Values are an intrinsic part of the school**

We are proud to have an ambitious, knowledge-based PSHE and RSHE curriculum which stimulates our children into asking searching enquiry questions by using key vocabulary which shapes their learning and enables them to be confident and resilient and ensures they are well prepared for the future, both in education and in life. Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills 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, Sex and Health Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

## Small Village, Big Horizons

### Examples of the Intent for PSHE and RSHE in Practice

<p><b>High aspirations</b></p>	<ul style="list-style-type: none"> <li>• High standards of expectations which are the same as core subjects</li> <li>• Allow children to have a deeper understanding of events such as why, how and when.</li> <li>• Use of precise and technical vocabulary to extend children’s knowledge</li> <li>• Questioning throughout the lesson that extend knowledge and tests for reliability.</li> <li>• Encourage children to embrace challenge, question themselves and enjoy working hard</li> </ul>
<p><b>Cultural Experiences and Enrichment</b></p>	<ul style="list-style-type: none"> <li>• Wear Yellow for Mental Health day</li> <li>• Black History Week</li> <li>• Multi-Faith Week</li> <li>• EAL Day</li> <li>• Wear odd socks to raise awareness of Downs Syndrome</li> <li>• Anti-bullying week</li> <li>• Children in Need day where children took part in a charity Dance-a-thon and did various activities throughout their classrooms</li> <li>• Road Safety Day</li> <li>• Macmillan Cancer coffee mornings, Lads and Dads Day, Comic Relief, Autism Awareness Day, Disability Awareness Assemblies</li> <li>• Visitors such as emergency services and the school nurse</li> <li>• Mini Police involved in speed reduction campaign</li> <li>• Meditation and yoga for pupils on entry to the school (Sutterton)</li> <li>• Little FiSH discuss and debate philosophical and matters of social conscience</li> <li>• Fiver Challenge: UKS2 economic learning challenge involving project planning, budgeting and launching a product or initiative</li> <li>• World at Work: visitors related to other topics such farming or illustrators</li> <li>• Children created posters for the Covid-19 vaccination centres</li> <li>• Weekly collective worship led by various faith leaders and visitors</li> </ul>
<p><b>Life-long love of reading</b></p>	<ul style="list-style-type: none"> <li>• Classroom has non-fiction books on display that link to topic</li> <li>• New guided reading books for PSHE and RSHE</li> <li>• Black History Month books for every year group</li> <li>• Children’s books on emotional and physical well-being</li> </ul>
<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>• <b>Democracy</b></li> <li>• <b>Rule of Law</b></li> <li>• <b>Individual Liberty</b></li> <li>• <b>Tolerance &amp; Respect</b></li> </ul>	<ul style="list-style-type: none"> <li>• Active School Council, Mini Police, Eco Council and a theological group: Little FiSH</li> <li>• Democratic voting process to nominate pupil committees</li> <li>• British Values Committee set up at Swineshead in 2019 – 2020</li> <li>• Playground Leaders trained by the School Sports Partnership</li> <li>• E-Safety lesson at the start of every new computing unit and taught</li> <li>• E-safety awareness sessions for pupils and parents</li> <li>• Fundraising through Harvest Festival donations for the local foodbanks</li> <li>• Christmas Shoebox appeal for the local refuge</li> <li>• Christmas cards and for local elderly residents and those in care homes discreetly throughout the PSHE curriculum</li> <li>• Discussion and work on British Values in PSHE and RSHE and throughout the whole curriculum 9as identified in the curriculum map)</li> <li>• Dojo system means that children understand the importance of having rules and learn the benefits of rules</li> <li>• PSHE lessons consistently demonstrate the value of British values.</li> </ul>

- Teaching children the challenges of today, they are able to discuss differences, challenge prejudice and discriminatory behaviour and respect other views
- Topics, such as Ancient Greeks, The Commonwealth (including Windrush) or Walls and Barricades, link into wider learning of democracy and liberty
- Celebration Assembly: meritocratic process of reward and Dojo points awarded for hometeams resulting in children being able to cash their Dojo points at the Dojo shop
- Pre-Covid, the School Council nominate awards across the whole school
- Class charter/rules created by the children in each class
- Worry boxes and School Council log-books in each class

## Implementation

EYFS - In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals.

Key Stage 1 and Key Stage 2 - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

At the Emmaus Federation, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. The PSHE and RSHE curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils' need to know to reach their end point - spiral progression. The application of knowledge for each area studied is identified and how the knowledge is applied across the whole of the curriculum so our children leave our school 'knowing more and being able to do more'.

Our PSHE and RSHE curriculum uses an enquiry-based approach. Each area studied has its own enquiry-led questions and the key vocabulary, which challenges our pupils', broadens their horizons and makes them more culturally aware. The enquiry questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson.

Across the federation, our PSHE and RSHE curriculum covers all areas of the subject and is integrated into many areas of the curriculum. As well as this, one timetabled PSHE/RSHE lesson per week is taught throughout key stage one and two. However, in key stage one PSHE/RSHE is an integral part of the topic work covered during the year with termly topics such as 'All About Me' being covered.

We also pride ourselves on providing a range of other opportunities for children to be involved in PSHE and RSHE outside of the lessons. We provide a selection of themed weeks, stand-alone lessons, themed afternoons and assemblies to cover a variety of topics. These include: Mental Health Awareness, Black History, Anti-Bullying and Road Safety. This provides children with in-depth focussed sessions to contemplate and discuss difficult and thought-provoking topics in a safe environment- something we feel is extremely important considering the ever-changing society we live in today.

We are equally keen to be reactive to any topics or issues that may arise during the academic year and to provide learning opportunities for pupils, and staff alike, if this is needed. This includes providing extra learning opportunities or resources for 'resilience', 'being a good friend' or 'coping with change'.

We have identified the application of knowledge that we will implement to enable our pupils to become successful PSHE and RSHE scholars. This is set out in more detail in our termly plans.

- Investigation
- Expression
- Interpretation
- Reflection
- Commitment
- Empathy
- Application
- Discernment
- Analysis
- Synthesis
- Evaluation

**The application of knowledge to be a PSHE and RSHE scholar:**

**INVESTIGATION** – in PSHE and RSHE this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information.

**EXPRESSION** – in PSHE and RSHE this includes:

- the ability to explain patterns of behaviour, beliefs, feelings and practices;
- the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.

**INTERPRETATION** – in PSHE and RSHE this includes:

- the ability to draw meaning from different viewpoints, world events and societal change;
- the ability to know that we are all different and we live in a diverse world;
- the ability to use health information to be informed on issues pertaining to health and safety;
- the ability to be informed on physiological and emotional changes;
- the ability to be informed on good and bad choices and how to respond to different situations;
- the ability to know where to seek help and advice.

**REFLECTION** – in PSHE and RSHE this includes:

- the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;
- the ability to think with clarity and care about significant events, emotions and change.

**EMPATHY** – in PSHE and RSHE this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- the ability to see the world through the eyes of others and to see issues from their point of view.

**APPLICATION** – in PSHE and RSHE this includes:

- making the association between personal experiences and those of others;
- making the association between individual, groups, community, national and international life.

**DISCERNMENT**-in PSHE and RSHE this includes:

- developing insight into people, motives, actions and consequences;
- the ability to understand emotional and physical wellbeing;
- the ability to understand different types of families and relationships;
- seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety.

**ANALYSIS** – in PSHE and RSHE this includes:

- distinguishing between opinion, belief and fact.

**SYNTHESIS** – in PSHE and RSHE this includes:

- linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern;
- connecting different aspects of life.

**EVALUATION** – in PSHE and RSHE this includes:

- the ability to debate issues of significance with reference to evidence and argument;
- weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience.

### **Processes for Effective Learning in PHSE:**

#### **1. Identify questions**

These covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

#### **2. Plan and carry out enquiries**

This includes carrying out and developing enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints.

#### **3. Present and explain findings**

This involves expressing and explaining ideas and feelings, suggesting interpretations of findings and analysing the range of information.

#### **4. Empathise and reflect**

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

#### **5. Evaluate**

This involves evaluating their learning and considering how it might apply to their own lives.

### **Personal Qualities for Effective Learning in PSHE and RSHE:**

- Independent enquirers
- Creative thinkers
- Team workers
- Reflective learners
- Self-managers
- Effective participators
- Able to promote kindness
- Integrity
- Honesty
- Respectful

### **The Daily Implementation of PSHE and RSHE at the Emmaus Federation**

- We comply with the legal requirements for the teaching of PSHE and RSHE by following the PSHE Association's Programme of Study.
- PSHE and RSHE is taught on a weekly basis in each year group but is also delivered through whole school days and activities (sometimes with parents and carers invited to take part) designed to further enrich their understanding and provide cultural capital, such as our e-safety events or assemblies and themed charity events.
- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand PSHE and RSHE and to use these skills across the curriculum.
- Working Walls: PSHE/RSHE Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of PSHE and RSHE.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.

- EYFS: Reception children are given a secure grounding in the Prime Areas of Learning, ensuring they have a good foundation on which to build through the specific areas, including: Personal, Social and Emotional Development, People and Communities and Understanding the World.
- Text: Children will have access to a growing variety of subject specific books and links to e-learning sites.
- Teachers assess children's work in PSHE and RSHE by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further.
- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information on our bespoke assessment tracker on OTrack against the learning objectives. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.
- Progress in PSHE and RSHE is reported to parents.

### **Impact**

By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem