******RHE at GCA**

Believe

And

Achieve

**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.”* We 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.”*
* *“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 context 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, have been compulsory in all primary schools from 2020.

**Intent:**

* In the Early Years we want children to engage positively with others and their environment – playing and exploring, actively learning and creating and thinking critically. These **Characteristics of Early Learning** underpin learning and development across all areas. Personal, Social and Emotional development is one of the three Prime areas of the EYFS and we recognise that without the key skills linked to making relationships, self-confidence and self-awareness and managing their own feelings and behaviour which are key to good PSE teaching, children’s development in other areas will not flourish.

At GCA we endeavour to follow the PSHE Association’s 10 Principles of Effective PSHE education. These suggest that PSHE education should:

***1.*** *Start where children and young people are: find out what they already know, understand, are able to do, and are able to say.*

***2.*** *Plan a ‘spiral programme’ which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.*

***3.*** *Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.*

***4.*** *Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.*

***5.*** *Provide information which is realistic and relevant and which reinforces positive social norms.*

***6.*** *Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.*

***7.*** *Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.*

***8.*** *Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.*

***9.*** *Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.*

***10.*** *Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.*

* Through our PSHE teaching, we aim for children to have a better understanding of the world in which they live. Children will begin to make sense of wider social and emotional issues and start to reflect upon their own ideas and way of life helping them to develop their growing sense of self and place within their local community and wider world.
* We want children to become independent and responsible members of society who will explore their own big questions about life, to find out what people in society believe and what difference this makes to their lives and how they choose to live.
* Children will understand what it means to be a British Citizen, or someone from another country who lives in Great Britain, their rights and responsibilities and will develop awareness and tolerance of living in a multi-cultural society.
* Children will develop a thorough understanding of the British Values and the Reach 2 values of learning, leadership, enjoyment, inclusion, responsibility, inspiration and integrity.
* Children will develop their own ideas, values and identities and through developing children’s vocabulary and oracy skills hope that children will be equipped to participate positively in society as a citizen, to combat prejudice and prepare them for future employment and lifelong learning.
* Children will appreciate the way that religious and non-religious beliefs shape life and behaviour and gain confidence in making their own reasoned and informed judgements about religious and moral issues as part of their spiritual, moral, cultural and social development.

**Implementation:**

* In the Early Years, we recognise the importance of developing children’s ability and desire to learn and that each unique child needs to have opportunities to interact in positive relationships and enabling environments. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development in the EYFS. Personal and Social Development is one of the 3 PRIME areas and it is over-arching in all that we do in Early Years. Children are supported in making strong relationships with key staff and their peers through small group as well as 1-1 time where staff can work from the children’s interests and develop collaboration and cooperation. Staff value children’s achievements and provide opportunities for children to reflect on their successes and achievements.
* In the Early Years we support children in managing their own feelings and behaviour and self- regulation. Stories and books and puppets are used to help children name and talk about different feelings and help them to talk about solving conflicts. Activities are provided that require give and take or sharing to help children develop concepts of fairness. The children are involved in agreeing codes of behaviour and taking responsibility for implementing them, often using stories about characters who break rules and the effects of their behaviour on others.
* In KS1 and KS2 PSHE will be taught for a timetabled hour a week. We use the One Decision scheme as the basis for our PSHE curriculum planning. PSHE units are mapped out on the whole school curriculum map and medium term plans.
* The One Decision scheme is a PSHE Association quality assured resource with a programme of study based on the three Core Themes outlined in the PSHE Association Programme of Study which is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The three Core themes are: Health and Wellbeing, Relationships and Living in the Wider World.
* The One Decision scheme helps ensure comprehensive curriculum coverage and encompasses British Values, Citizenship, Safeguarding and online E safety as well as helping to support and embed our school values of leadership, learning, enjoyment, inspiration, integrity, inclusion and responsibility as well as our school mantra, ‘I am kind to myself and I am kind to others.’
* A range of pedagogical approaches will be used when teaching PSHE including; discussion, role play, stories, circle time, outdoor learning and photographs. Oracy is a key factor in every lesson as our curriculum intent is for children to communicate confidently.
* Children’s work will be record in a class big book with the date and learning objective and examples of high quality work. These can be through photographs, oracy bubbles, pictures, writing etc.
* Children will be introduced to key vocabulary so that they can express their understanding, views and opinions with confidence and respect.
* Class assemblies and collective worship time will address the British Values and Reach 2 values with a core Reach 2 value planned for each half term.
* Children will have an access to resources from the One Decision scheme, videos and books and opportunities to develop their vocabulary linked to the different themes.
* We are able to adapt and enrich the One Decision sessions where appropriate and recognise that good PSHE education addresses pupil’s previous experiences and prepares them for the future. Where teachers notice gaps or misconceptions in pupil’s knowledge or awareness linked to the themes covered they will explore these in more detail by ‘fleshing out’ and adding to the One Decision scheme sessions.
* Each module of the One Decision scheme begins with a baseline assessment to see pupil’s current knowledge to allow them to address gaps and children’s gained knowledge is highlighted throughout the assessment process within the scheme. The assessment in the scheme is built in line with the PSHE Association recommendations.

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**Impact:**

* Our RHE curriculum is planned thoroughly to demonstrate coverage and progression of knowledge linked to the three Core Themes of Health and Wellbeing, Relationships and Living in the Wider World.
* Our RHE scheme of work 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, practice self care and contribute positively to the wellbeing of those around them.
* Children will demonstrate respectful behaviour to all within the school and this is transferable outside of school and in the wider world.
* Children will be confident in developing their own dialogue so that they can positively participate in society with their reasoned and informed viewpoints and ideas.
* Children will start to reflect upon their own ideas and ways of living and make links between their lives and those in the community and wider world.
* We recognise that successful RHE education can have a positive impact on the whole child, including their academic development and progress, helping to break down social and emotional barriers to learning and building confidence and self esteem.
* Evidence suggests that successful PSHE education also helps our disadvantaged and vulnerable children achieve to a greater extent by rasiign aspirations and empowering them with skills to overcome barriers they face and build resilience.