



## Personal, Social and Health Education (PSHE)

### Statement of Intent

At St. Giles Junior School, personal, social and health education (PSHE) supports our students into becoming healthy, independent and empathetic citizens ready to move into the next phase of their development. It aims to help 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 in a modern and diverse society. We provide our students with opportunities for them to learn about rights and responsibilities and to understand what it means to be a member of a community. Our students are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### **Subject Leader Curriculum Intent, Implementation and Impact Overview**

Intent	Implementation	Impact
<p><b>To build a PSHE curriculum that incorporates RSE as an integral strand.</b></p> <p><b>This is so that Students are fully informed and aware of how relationships differ and change overtime with meaningful people in our lives. It teaches choice, safety and change at its core; empowering them to make informed and positive decisions.</b></p>	<p><b>Clear and comprehensive RSE scheme of work within PSHE in line with the new recommendations of teaching RSE in National Curriculum (Feb 2019)</b></p> <p><i>The teaching and learning of RSE is planned explicitly within each year group in-line with the newest statutory guidance.</i></p> <p><b>RSE programme of work is explicitly resourced.</b></p>	<p>BY the end of year 6: (See the skills progression sets below this table, that students' gain in order to progress to this stage)</p> <p>_Students are ready for the next phase of their education and development (personal and physical)</p> <p>_Students are prepared for puberty which helps them understand sexual</p>

<p><b>As a result students will know how to be safe and to understand and develop healthy relationships both now and in their future lives.</b></p> <p>To design, and resource, an RSE programme of work within the PSHE curriculum which enables pupils to explore the complexity of the relationships they will have both now and throughout their lives.</p>	<p><i>Students will become more aware of RSE and have right to quality first teaching and resources</i></p> <p><b>Parent Consultation</b>  <i>Parents are informed of the content of the RSE programme of work during the class transition meetings and further support / clarification is given if required. Parents will be informed before any units commence stating statutory elements that must be taught and attended by their child.</i></p> <p><b>RSE programme of work is progressive in content and aimed at the correct audience</b>  <i>The school will use Warwickshire and DFE guidance to support a spiral curriculum that looks at: Families and People Who Care For Me; Caring Friends; Respectful Relationships; On-Line Relationships and Being Safe.</i></p>	<p>development including hygiene and keeping healthy</p> <ul style="list-style-type: none"> <li>_Develops and supports self-respect, confidence and empathy</li> <li>_Creates a positive culture around sexuality, relationships and tolerance</li> <li>_Teaches the students the correct vocabulary to describe themselves and their bodies.</li> </ul> <p>The PSHE Association - Evaluated research indicates that:  'there is growing evidence to suggest that the skills and attributes acquired through PSHE education have a significant impact on pupils' academic achievement, employability and future life chances'</p>
<p><b>To build a PSHE curriculum that supports students to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential;</b></p> <p>The curriculum will also enables our students to access the wider curriculum and to prepare students to be a global citizen now and in the future.</p> <p>Over their PSHE journey the students will know more,</p>	<p><b>Clear and comprehensive scheme of work in line with the National Curriculum.</b></p> <p>The school curriculum will focus on three core learning themes: health and wellbeing, relationships and living in the wider world. The Scheme of work also includes the Protective Behaviours programme and character education  It will link where it can to British Values, SMSC and the schools Key values of:</p>	<p>By the end of year 6: (See the skills progression sets below this table, that students' gain in order to progress to this stage).</p> <ul style="list-style-type: none"> <li>_ that students know how to keep themselves and others healthy and safe.</li> <li>_that they understand they live in a diverse society and feel able to challenge</li> </ul>

<p>remember more and understand more.</p>	<p>safe, ready and respectfulness are woven into it.</p> <p><b>Knowledge Organisers</b>  <i>Students have access to key knowledge, language and meanings in order to understand PSHE and to use across the wider curriculum.</i></p> <p><b>Vocabulary</b>  <i>During lessons, key vocabulary and terminology used throughout the teaching of PSHE will be made explicit and will underpin classroom practice.</i></p> <p><b>Wider Curriculum</b>  <i>Where appropriate other subjects will make a link to PSHE, ensuring language is used consistently used by all staff.</i></p> <p><b>Displays across school</b>  <i>PSHE and the schools core values will be on display throughout school to reinforce the PSHE curriculum enabling students to make links and reinforce its importance and value.</i></p> <p><b>Assemblies</b>  <i>Whole school and class assemblies always make a link to PSHE - drawing upon key skills such as empathy, disagreeing respectfully, staying safe, problem solving and sharing opinions</i></p>	<p>stereotyping or other forms of prejudice.</p> <p>_ they are able 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 one school to another, into their lives and in the wider community.</p> <p>_have develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.</p> <p>_have built relationships with adults and peers and to have feel valued by them.</p> <p>_to have made real decisions, to have taken part in activities that involved choice and given the opportunity to demonstrate their ability to take responsibility for their decisions.</p> <p>_ to have been part of a community where they felt safe and supported</p> <p>_developed the ability and confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and</p>
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		opinions and put what they have learned into practice.
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### Curriculum Long-term plan

PHSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Taking Care</b> - protective behaviours scheme	<b>Character Education</b> Caring Helpfulness Cooperation Courage National Kindness week	<b>RSE Curriculum</b> (covered over 1 week) + <b>Money matters</b> (2 sessions)	<b>Character Education</b> Cleanliness Fairness Friendliness Serving the community Patience Respect	<b>Character Education</b> Courtesy Forgiveness Determination Self-discipline Gratitude Honesty	<b>Changes and managing changes</b> + revisit <b>protective behaviours</b> <b>Careers week</b>
Year 4	<b>Taking Care</b> - protective behaviours scheme	<b>Character Education</b> Caring Helpfulness Cooperation Courage National Kindness week	<b>RSE Curriculum</b> (covered over 1 week) + <b>Money matters</b> (2 sessions)	<b>Character Education</b> Cleanliness Fairness Friendliness Serving the community Patience Respect	<b>Character Education</b> Courtesy Forgiveness Determination Self-discipline Gratitude Honesty	<b>Changes and managing changes</b> + revisit <b>protective behaviours</b> <b>Careers week</b>
Year 5	<b>Taking Care</b> - protective behaviours scheme	<b>Character Education</b> Caring Helpfulness Cooperation Courage National Kindness week	<b>RSE Curriculum</b> (covered over 1 week) + <b>Money matters</b> (2 sessions)	<b>Character Education</b> Cleanliness Fairness Friendliness Serving the community Patience Respect	<b>Character Education</b> Courtesy Forgiveness Determination Self-discipline Gratitude Honesty	<b>Changes and managing changes</b> + revisit <b>protective behaviours</b> <b>Careers week</b>
Year 6	<b>Taking Care</b> - protective behaviours scheme	<b>Character Education</b> Caring Helpfulness Cooperation Courage National Kindness week	<b>RSE Curriculum</b> (covered over 1 week) + <b>Getting on and Falling out</b>	<b>Character Education</b> Cleanliness Fairness Friendliness Serving the community Patience Respect	<b>Character Education</b> Courtesy Forgiveness Determination Self-discipline Gratitude Honesty	<b>Changes and managing changes</b> (2 sessions) revisit <b>protective behaviours</b> (2 sessions) <b>Money matters</b> (2 sessions along with their enterprise project) <b>Careers week</b>

## Coverage of skills

Below sets out the skills that are taught in each year group. It shows the progress of these skills as students move year groups and how they build upon the previous year's skills. The students are aware of these and evaluate these periodically with their teachers and sign them off in their PSHE books. It is the coverage of these skills that ensure our student's leave St. Giles junior school with a breadth and depth of knowledge and skills that will take them into their next phase of their development.

### YEAR 3

#### **Relationships**

*I can recognise my worth and that of others*

*I can express my views confidently and listen to and show respect for the views of others.*

#### **Health and Wellbeing**

*I can make choices about how to develop healthy Lifestyles.*

#### **Living in the wider world**

*I can explain how my actions have consequences for myself and others.*

*I can describe the nature and consequences of bullying, and can express ways of responding to it.*

*I can show how to care for the environment (e.g. animals and school grounds)*

#### **Character Education**

*I will learn key character traits and how I can use these to be a responsible member of a community including; honesty, friendliness and responsibility.*

## YEAR 4

### **Relationships**

I can express my views confidently and listen to and show respect for the views of others. I know what a friend is and does and how to cope with some friendship problems.

### **Health and Wellbeing**

I can list things that can cause harm to my body e.g. poor diet, no exercise, alcohol etc and can describe some of the effects and risks  
I understand when I should keep secrets and promises, and when I should tell somebody about them.

### **Living in the wider world**

I can describe the nature and consequences of bullying, and can express ways of responding to it.

I can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).

### **Character Education**

I will learn key character traits and how I can use these to be a responsible member of a community including; honesty, friendliness and responsibility.

## Year 5

### **Relationships**

I can identify ways to face new challenges.

I can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.

### **Health and wellbeing**

I can identify some factors that affect emotional health and well-being. I can identify and explain how to manage the risks in different situations.

### **Living in the wider world**

I can respond to, or challenge, negative behaviours such as stereotyping and aggression.

### **Character Education**

I will learn key character traits and how I can use these to be a responsible member of a community including; honesty, friendliness and responsibility.

### **Relationships**

*I can identify positive ways to face new challenges (for example the transition to secondary school).*

*I can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.*

*I can talk about a range of jobs, and explain how I will develop skills to work in the future.*

*I can demonstrate how to look after and save money.*

### **Health and wellbeing**

*I can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting my health and well-being.*

*I can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects*

### **Living in the wider world**

*I can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from myself.*

### **Character Education**

*I will learn key character traits and how I can use these to be a responsible member of a community including; honesty, friendliness and responsibility.*

## **Organisation, provision and time**

The PSHE curriculum is very important and underpins the core skills we are trying promote here at St. Giles Junior School. There is one discrete PSHE lesson taught a week based on the long-term plan shown above.

PSHE is delivered within a whole school approach which includes:

- ◆ Dedicated curriculum time
- ◆ Teaching PSHE through and in other subjects/curriculum areas
- ◆ Circle Time
- ◆ Specialised assemblies
- ◆ PSHE activities and school events e.g. anti-bullying days; Election Day etc
- ◆ Pastoral care and guidance

- ◆ Visiting speakers

- ◆ Nurture

## Assessment and Recording

Students are informally assessed by staff throughout their work and the reports given to parents will reflect this once during parent consultations and via their mid-term report. Recording of work will be in a form appropriate to the planned focus and will be shown in the planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this. Students will also be given time to reflect on what they have learnt and revise the skills they have learnt periodically throughout the year.

## SRE Statement -

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

Our RSE policy can be found on the school website.