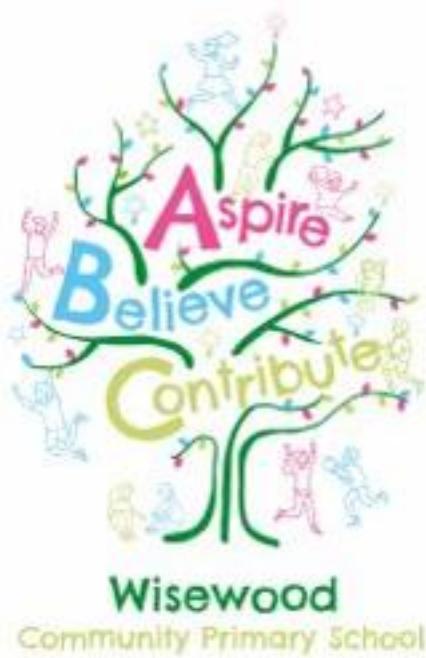


Wisewood Community Primary School

Aspire, Believe, Contribute



PSHE/RSE

2021

Intent, Implementation and Impact Statement

PSHE Curriculum Intent

At Wisewood Primary School, we **believe** that through the delivery of a high quality PSHE curriculum we will equip emotionally literate children with the transferable skills needed to **contribute** to global citizenship. All staff recognise the complex interplay between emotional and cognitive development and that a child's emotions impact their direct thoughts and consequently their behaviour. With this in mind we deliver PSHE to all pupils from the beginning of Foundation Stage 2 and educate the whole child intellectually, morally socially and spiritually. Our PSHE curriculum provides children with relevant and meaningful content with a strong emphasis of emotional literacy and the nurturing of mental and physical health. With an ever-changing society we **aspire** to empower all children regardless of their background or previous experiences to **believe** in their ability to positively **contribute** to the wider community with a robust understanding of diversity. We embed this understanding through a rich and diverse exposure to texts where children can acknowledge the core British Values and their heritage.

We **aspire** to empower children and are committed to developing a culture that focuses on instilling a sense of morality to allow children to participate effectively in modern day society.

Our curriculum is based on the aims of the National Curriculum, Jigsaw PSHE Scheme, the updated 2019 RSE guidance and the school's ABC curriculum to enable children to:

- Aspire to be the best they can be with the knowledge and understanding of the opportunities within their local and wider community.
- Believe in themselves that they have the capabilities to achieve in a supportive and inclusive environment.
- Positively contribute to the physical and mental health of themselves and others.

Relationships and Sex Education (RSE)

PSHE and RSE are the key building blocks of healthy and respectful relationships. We aspire to deliver a curriculum that encompasses a depth and breadth of views that are clear, understandable and legitimate areas of contention. Our guiding principles have been that all compulsory aspects of the subject are taught in an age and developmentally appropriate way to build on the learning and home context of our pupils. We believe that shaping the curriculum to the needs of our community will

provide them with the well-chosen knowledge they need to confidently make safe and informed choices. The context supports the wider work of the school, pupil wellbeing and develops resilience and character that is fundamental to pupils being happy, successful and productive members of society.

Online Safety

We recognise that our pupils are growing up in an increasingly complex world and living their lives seamlessly online and offline. We aspire to provide children with a toolkit that will enable them to assess and face risks with an increased knowledge of the rules and principles for keeping safe online. Children will recognise harmful and inappropriate content and will have the vocabulary and confidence needed to report feelings of being unsafe. Staff highlight appropriate boundaries and friendships online to address the concept of privacy and the implications of sharing information. This enables pupils of all ages to critically consider the content they are viewing or participating in and approach future situations in a safe and healthy way as they take on their academic, personal and social journey through education.

Safeguarding, policy and procedures.

All staff share the commonality that at the heart of these subjects and education there is a focus on keeping children safe. The Keeping Children Safe in Education 2021 forms an integral part of the curriculum and how the children are able to raise concerns, address discrimination and identify inappropriate behaviours. All staff are appropriately trained to ensure that children are safe in education. All members of Wisewood Community Primary School are trained to identify the early signs of abuse in all forms and have the mindset of 'it could happen here'. Extremism, radicalisation and ideology are part of the safeguarding training and enable staff and pupils to confidently raise concerns with the assurance that action will be taken to keep all of the community safe. Staff teach to the needs of the school community through quality first teaching and policy informed practice.

Our teaching of PSHE, RSE and Sex Education is informed and underpinned by the following documentation:

- Keeping Children Safe in Education 2021
- Prevent Duty 2014
- Equality Act 2020
- Relationships Education, Relationships and Sex Education and Health Education DfE statutory guidance
- National Curriculum 2014

Implementation

At Wisewood, we acknowledge the importance of equipping children with the strategies and techniques needed for good emotional wellbeing. We teach in line with the National Curriculum and the updated RSE guidance through a clear progression of

knowledge and skills. This ensures learning is built upon each year to make the learning progressive, challenging and relatable to the needs of the community and the developmental stages of the pupils. We recognise the Foundation Stage as the fundamental building block to a child's future success. Children are nurtured through a carefully designed curriculum, provision and strong relationships with adults. Provision in the Foundation Stage goes beyond the ELG's to ensure a seamless transition into KS1 as the Development Matters 2021 is used to sequence the challenging and engaging learning. The complex interplay of personal, social and emotional development, communication and language and physical development are intertwined into the everyday routine of the Foundation Stage to ensure children feel safe, secure and cared for in their first steps of education. The inquisitiveness of all learners and the needs of each child are integrated into the Quality First Teaching provided in the Foundation Stage. Children demonstrate this by exploring with strong intrinsic motivations and a thirst for success. As children delve deeper into their educational journey the National Curriculum is used alongside the DfE RSE guidance and Jigsaw scheme to ensure clear progression that enables pupils to confidently and articulately express their learning and prepare them for the next stages of their lives in both an academic and pastoral capacity.

PSHE is delivered weekly through the Jigsaw scheme and supports children to believe in themselves as they cover a range of topics and aspire to be the best version of themselves. Jigsaw holds children at its heart and **its cohesive vision helps children understand and value how they fit into the world.**

The knowledge, skills and understanding are covered in the following areas:

- Autumn 1- Being Me in My World
- Autumn 2- Celebrating Differences (including anti-bullying)
- Spring 1- Dreams and Goals
- Spring 2- Healthy Me
- Summer 1- Relationships
- Summer 2- Changing Me (including Sex Education)

This provides thorough coverage of the five areas indicated in the DFE 2019 RSE guidance by the end of our pupil's primary school education. We sensitively and inclusively build children's self-efficacy through the teaching of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Learning is covered in a clear, well ordered and sequenced way through the use of curriculum maps, Knowledge Organisers and Medium-Term Plans. This enables children

to know more, do more and remember more about their learning and apply this in the next stages of their education.

Knowledge Organiser PSHE Year 1 Celebrating Differences

Knowledge

- Understand kindness: Know that others are the same and others are different. Know we are special.
- Understand that people have different beliefs, ideas, values and cultures.
- Understand and accept my body: Know people I can talk to if I am unhappy. Know how to make a friend.
- Understand that I am a member of a family.
- Know I am similar to my peers.
- Know I am different from my peers.

Vocabulary

- The 3 similarities
- The 3 differences
- The 3 similarities
- The 3 differences

Skills

- Identify differences: Identify similarities between myself and others.
- Compare and contrast: Compare and contrast my body with others.
- Express feelings: Express feelings about my body.
- Use appropriate language: Use appropriate language when talking about my body.
- Use appropriate language: Use appropriate language when talking about others.

Y1 Medium Term Plan for PSHE

Topic: Who am I in My World

Autumn 1

Objectives:

- PSHE: Children will be introduced to the world of the children in their class and the wider world. They will learn about the similarities and differences between themselves and others. Children will also learn about and celebrate the different cultures and heritages that make up our world.
- PSHE: Children will learn about the importance of being kind and how to make the world a better place for everyone.

Topic: Relationships

Autumn 2

Objectives:

- PSHE: Children will take part in a P4C session to explore their family backgrounds. Children will also learn about the importance of family and the different types of families.
- PSHE: Children will learn about the importance of being kind and how to make the world a better place for everyone.

Medium Term Objectives:

Autumn 1

- PSHE: Children will learn about the importance of being kind and how to make the world a better place for everyone.
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Autumn 2

- PSHE: Children will learn about the importance of being kind and how to make the world a better place for everyone.
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Teaching strategies- Philosophy for Children

Philosophy for Children introduces a natural and humane way of dealing with the world. The transformation from a traditional classroom to a community of enquiry forms part of a communal life, essential to increased maturity and emotional growth. Central to modern Britain the community of enquiry provides the construction of respect and care to the destination of a democratic education system. Philosophical thinking is shown to develop a better quality of life and the collaborative yet autonomous approach supports transferable skills for global citizenship. The articulation of morality and value can coexist with the implementation of this constructive strategy to resolve and challenge thoughts and ideas in a collaborative, creative, critical and caring process.

Delivery- Computing, Science and PE

Throughout the teaching of PSHE and RSE the school makes strong, meaningful and powerful links to subject areas and integrate into the curriculum where appropriate. The science curriculum plays a pertinent role in the teaching of body parts, puberty, reproduction and the human life cycle. The National Curriculum for computing enables pupils to apply the fundamental principles of online safety and supports the teaching of PSHE and healthy relationships. PE plays a vital role in the development of physical and mental health. A broad range of activities support inclusive behaviour, promote positive representations and positively highlight the 9 protected characteristics.

Physical health and mental wellbeing (Primary)

A firm foundation is needed to instil the benefits and characteristics of good health and wellbeing. The teaching of the positive two-way relationship between good physical and mental wellbeing gives children the knowledge and skills to articulate and develop the language to talk about their bodies, health and emotions. The curriculum provides real life contexts that are significant to the need of the local community to judge whether their behaviour is appropriate and proportionate to the situation they are in. By the end of primary school our pupils will have a knowledge of:

- Mental wellbeing

- Internet safety and harms
- Physical and mental fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body.

Equality Act 2010 and the Protected Characteristics

We uphold our commitment to delivering a broad and balanced curriculum where pupils have the knowledge they need of the law to inform their decision making on a daily basis. Pupils are given high quality and age appropriate teaching to ensure their personal development is of a high priority. Curriculum maps show the commitment and importance that staff and the leadership team place on holistic development and their legal obligation to deliver the 9 protected characteristics detailed in the Equality Act 2010.

British Values

We recognise we are part of a community where freedom of speech is an entitlement for all and we strive to ensure all members of our school community are treated with respect when sharing their views. The British Values set out by the government (2011 Prevent Strategy) are not only embedded within our curriculum but are actively demonstrated in our everyday practice.

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and tolerance

Relationships Education (Primary)

Teaching focuses on the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and those with other adults and children, both on and offline. Pupils are taught what a relationship and friendship is and who those people are that can support them. Discussions around personal space and boundaries encourage children to understand appropriate and inappropriate behaviours in a range of real life, meaningful contexts and in age appropriate situations. Pupils are aware that the features of a positive friendship or relationship should lead to feelings of safety and security. This enhances children's ability to recognise the early signs of inappropriate relationships, sexual harassment or peer on peer abuse and use the self-confidence and taught vocabulary to articulate their

concerns to the relevant adults in their support network. Staff and leaders are well attuned to the context and family backgrounds of the children within the school, this enables staff to provide sequenced and pertinent lessons that are sensitive and well-judged based on the knowledge of individuals and avoid stigmatisation.

Sex Education (Primary)

Relationships Education is compulsory in all primary schools, Sex Education is not. At Wisewood we deliver Sex Education that goes beyond Relationships Education and the National Curriculum for Science. This is communicated effectively to parents and families and they are aware of the right to withdraw. The Sex Education content is taken from the Jigsaw Scheme and is both emotionally and physically age appropriate for the pupils. This ensures that all pupils are ready for their next stages of development and both boys and girls are aware of the changes they will experience. The school has a clear and transparent policy that parents and families can view and discuss with members of the leadership team or the PSHE lead at any time. The curriculum is sequenced and well planned to ensure that vocabulary and concepts are introduced when appropriate and fit the needs of the community of Wisewood.

Parental engagement

At Wisewood we recognise the vital impact and roles that parental views can have on a child's view of the world. Parents have the most significant influence in enabling their children to develop positive and healthy relationships. We work closely with parents and families when planning and delivering PSHE and RSE. As a school we communicate clearly with families to ensure they have knowledge and increasing confidence in the transparency of the PSHE and RSE curriculum that we deliver. Parent workshops and surveys ensure that every opportunity is given to understand the purpose and content of RSE. An appreciation for the time it takes to build relationships and confidence in the curriculum is evident at Wisewood. We continue to draw upon existing mechanisms to engage and support parents to contribute to the wider wellbeing of pupils and provide support in managing difficult conversations in response to the new legal framework.

Right to be excused from sex education (commonly referred to as the right to withdraw)

At Wisewood we recognise that parents have the right to request that their child is withdrawn from some or all of the Sex Education delivered as part of the statutory RSE curriculum. We uphold good practice and where this arises the head teacher and PSHE lead will meet with the parents to discuss the request. Parents will have had the opportunities to engage in workshops, surveys and the school will have communicated clearly and transparently about the content of the PSHE and RSE curriculum in accordance with the new legal framework. The conversations and wishes will be documented and recorded to support the transparent view of the coverage in an age and developmentally appropriate context. Parents will be given opportunities to discuss the importance of this strand of education and the impacts that this could have. Staff

and leaders will have made it clear that there is no right to withdraw from Relationships or Health Education.

The teaching of PSHE, RSE and FBV will be led and overseen by the PSHE Curriculum Lead who will regularly monitor, evaluate and review the teaching of PSHE, RSE and FBV. The lead will help to equip the teaching staff with the relevant pedagogy, training and coaching opportunities to ensure each child has the skills to problem solve, reason and overcome conflicts by the articulation of morality and logical reasoning.

Impact

Our curriculum will ensure that our pupils will

- be able to approach a range of situations and apply their knowledge, skills and attributes to navigate themselves through modern life
- be developing healthy, open minded, respectful, socially morally and responsible active members of society
- appreciate difference and diversity
- recognise and apply British Values
- understand and manage emotions
- look after their mental health and well-being
- develop positive relationships both now and in the future
- have respect for themselves and others
- have positive self esteem
- sensitively challenge others views