



PSHE Programmes of study: KS1 and KS2

Intent:

At Eastington, we aim for a high-quality, progressive and thoughtfully crafted PSHE curriculum which develops learning and results in the acquisition of knowledge, skills and understanding that enable children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.

We aim through PSHE to provide children with:

- accurate and relevant knowledge
- opportunities to create personal understanding
- opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life

We teach a curriculum with appropriate subject knowledge, skills and understanding to fulfil the new PSHE three strands; health and wellbeing, relationships and sex education and living in the wider world, which will be taught using our skills progression document and the Coram resources, adapting these to the needs of the class.

In addition, our whole school values (aiming high together to be kind, responsible, cooperative, resilient and ambitious) and the five ways of wellbeing (take notice, be active, keep learning, connect and give) are a key focus across the school, not just within PSHE lessons, but within our daily school life. For example, opportunities to be well being leaders and learning through sport sessions.

Implementation:

At Eastington, class teachers are usually responsible for teaching PSHE. The needs of all children are met through the planning and delivery of this subject. This is carried out in a variety of ways, such as: differentiation through outcome or task, adult support, adapted tasks or materials and pre-teaching of skills and vocabulary where necessary. On some occasions, skills, knowledge and understanding may be adapted to make learning accessible for all, whilst at the same time ensuring challenge.

As a school we teach PSHE using:

- **A clear and comprehensive scheme of work in line with the National Curriculum.**

Our PSHE curriculum will focus on three core learning themes: health and wellbeing, relationships and living in the wider world. Our scheme of work also includes opportunities to link British values, SMSC and our school's values into the curriculum. Class teachers deliver weekly sessions based on our progressive skills document for their class. In key stage 1 and 2, we follow a two-year programme, so that each unit can be covered in depth as well as allowing time for PSHE lessons based on values, five ways of wellbeing and any other class needs as they arise.



- **Wider opportunities**

As a school, we aim to provide wider opportunities for the children to experience, enhance and practise our school values and the five ways of well-being. This may include opportunities such as becoming wellbeing leaders, reception and year 6 big friends and little friends, working with external specialists and learning through sport sessions.

- **Assemblies**

Whole school, Key Stage and class assemblies usually make a link to PSHE, British Values, five ways of wellbeing and SMSC as well as our school values.

- **Clear and comprehensive RSE scheme of work within PSHE in line with the new recommendations of teaching RSE in National Curriculum (Feb 2019)**

Relationships and health education weave throughout each unit of work, however, the sex education outcomes are also taught annually during our 'growing and changing' topic. This is during the summer term in individual year groups, so children can access age sensitive material only. (All other units are taught as a class.) Key vocabulary has been identified to aid progression and demonstrate acquisition of key knowledge, skills and understanding. Vocabulary identified is progressive through the school.

Impact:

After the implementation of this progressive PSHE curriculum, children will demonstrate acquisition of the identified key knowledge, skills and understanding. They will demonstrate a healthy outlook towards school – attendance will be in-line with or above national average and school values will be evident in children's behaviour. They will develop positive and healthy relationships with their peers both now and in the future. Children will understand the physical aspects involved in RSE at an age appropriate level and will have respect for themselves and others.

We aim to celebrate children's achievements in this subject in a variety of ways. This could include displays, celebration assemblies, sharing on school website, peer evaluation and whole class discussions. This not only supports pupils' self-esteem and motivation but raises the profile of the subject throughout the school community.

Our developing PSHE curriculum is being monitored and reviewed by the PSHE subject leader to ensure the intent and implementation of the curriculum is reflected in the day to day teachings at Eastington. A wide range of evidence is gathered through: work scrutiny, teacher and pupil conferencing or surveys, and learning walks. From this, the impact of our curriculum will be analysed and the necessary adaptations and alterations will be made to support the learning of all children.



Appendix 1

PSHE LESSON GROUND RULES

These ground rules will be discussed and adapted with children at the start of a year. The more ground rules are created with children, the more likely they will 'buy in' to them. The rules will be revisited when needed – such as at the start of a PSHE lesson/new unit.

CLASS 1, 2 AND 3

Respect privacy. We can discuss examples but don't use names or descriptions that identify anyone.

Listen to others. We listen properly before deciding how to respond. Everyone has the right to feel listened to.

No personal questions. Asking questions is good but don't ask personal questions of others.

Right to pass. Everyone has the right to choose not to answer a question or join the discussion.

CLASS 4 AND 5

Respect privacy. We can discuss examples but don't use names or descriptions that identify anyone, including ourselves. We never put anyone 'on the spot'. We don't share/talk about other people's information.

Listen to others. It's okay to challenge a view or disagree, but we listen properly before making assumptions or deciding how to respond. Everyone has the right to feel listened to.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Right to pass. Everyone has the right to choose not to answer a question or join the discussion.

RSE GROUND RULES

As above with the addition of...

Only the correct names for body parts will be used when taught.

The meanings of words will be explained in a sensible and factual way.

Questions will be answered in an age appropriately way (in line with the curriculum/child's needs)

Everyone's uniqueness will be accepted-stereotypes will be challenged. Phrases like..."Some children...and some children...", The range of puberty is typically between ... and ... but some will fall outside of this...everyone is different."