

Hertford St Andrew Curriculum Plan PSHE (RSE)

What is it like to experience PSHE and RSE at Hertford St Andrew?

All children have access to a wide range of opportunities to develop personally, spiritually, emotionally and to become healthy individuals with healthy relationships. We meet all children where they are and provide for their needs and level of development. All children have the chance to **let their light shine**.

All children experience unconditional positive regard through our behaviour policy and practice and learn how to respond to this environment through PSHE teaching.

All children know what it is to be valued for their innate characteristics and see these celebrated, for example in Collective Worship where our 'Shining Lights' are recognised each week.

All children know that school and home work together to support them and in the sensitive field of RSE and PSHE teaching, community needs are recognised and parental support is valued.

What do we want for all our children as they develop?

PSHE (Personal, Social, Health and Economic) and Relationship and Sex Education (RSE) education is a crucial part of a child's education. It puts in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. It is woven through everything we do. This ensures our children develop their understanding of critical information about themselves and the many facets of the diverse world around them and ensures they have the skills and knowledge that they need to succeed in life as citizens of the world.

What does the National Curriculum require us to teach?

PSHE is a non-statutory subject. However, from 2020, the following subjects became compulsory in applicable schools in England.

- relationship education in primary schools
- health education in state funded primary and secondary schools

To allow teachers the flexibility to deliver high-quality PSHE the government consider it unnecessary to provide new standardised frameworks or programmes of study. There are no age or key stage-related targets within the curriculum content requirements, or differentiation of learning by year group. The guidance refers to this being a 'high level framework of core

content', and schools can deliver this content in whatever ways works for them and their pupils, including through a PSHE education programme.

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse/introduction-relationships-education-relationships-and-sex-education-rse-and-health-education>

How have we designed and adapted our curriculum to meet the needs of our children?

Building on our vision of, *"Let your light shine"* (Matthew 5:16), the Hertford St Andrew Primary school PSHE/RSE curriculum contributes to the spiritual, moral, social and cultural development of our children. We provide a curriculum that is both broad and balanced, and meets the context of our school and to this end we use and adapt the Jigsaw scheme, which brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Through these key areas, we aim to ensure our children are taught the life skills they need to be safe, well-rounded global citizens.

A variety of teaching strategies are used. Jigsaw is designed as a whole school approach, with all year groups working on the same theme at the same time. Jigsaw encourages children to reflect their learning in their behaviour and attitudes. It also brings in our British Values and encourages respect and understanding of the universal rights of the child (United Nations Convention on the Rights of the Child UNCRC), which is a legally binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.

Our PSHE encompasses a layered approach of both planned and responsive teaching to ensure the needs of all children are met. PSHE knowledge is taught through discrete weekly lessons. We continually try to identify areas where children may need personalised provisions either as a year group or as individual children, examples of which include whole class lessons, counselling and nurture experiences. We take part in national events, such as Safer Internet Day, to raise collective awareness of issues specific to our children. These are shared with parents and the wider community to support conversations and raise awareness around these topics at home.

We teach PSHE in a variety of ways: as a discrete subject through Jigsaw lessons, via assemblies and through other subjects such as RE, History, Geography, English, Maths and Science, as well as through outdoor educational visits, community work and activities.

What do we teach and when?

Jigsaw is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

Whole School:

- Autumn 1 – Being Me in My World
- Autumn 2 – Celebrating Difference (including anti-bullying)
- Spring 1 – Dreams & Goals
- Spring 2 – Healthy Me
- Summer 1 – Relationships
- Summer 2 – Changing Me (including sex and relationships education).

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle. Another essential element to this term's learning is Protected Characteristics.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

Healthy Me covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

Relationships has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

Protective characteristics are explicitly addressed, ensuring tolerance and understanding is fostered, through all units but particular 'Celebrating Differences' and RSE.

How do we know children are learning and developing their skills?

The skills that children at Hertford St Andrew Primary School will develop and be assessed against will include:

- having a deepening knowledge of their health and wellbeing, including their mental and physical health, so that they will be able to cope with the physical and emotional changes that happen during puberty.
- demonstrating positive and constructive communication, with highly developed oracy skills
- resilience and self-regulation, and a keen understanding of their own health and wellbeing, especially supporting their mental and emotional development
- using risk management and balanced decision making, within the context of a changing
- understanding of their inherent, indivisible, inalienable unconditional and universal rights, and how these rights can and should be protected
- developing respect for themselves, and for others, within our local, national and global communities.
- respecting the values held by different cultures and groups within our local community, and have positive attitudes towards their diverse community.

... these are the skills that will equip our children for life.

What do we expect children to achieve at each key point in their school life?

Reception

Children's personal development is tracked as they work towards a good level of development. The EYFS curriculum is specifically designed to promote all aspects of personal development and teachers monitor individual progress towards this goal. The ability to self-regulate is an important part of this curriculum and is key to our School Development Plan.

To be at the expected level of development in children should be able to:

Self regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Key stage 1 and Key Stage 2

Children's progress is monitored using Jigsaw.

There are also daily opportunities for teachers to monitor and support personal development across the curriculum and throughout the day. These include:

- verbal feedback and reflecting back to children
- restorative conversations
- use of social stories and other reflective tools
- tracking use of language for PSHE learning, including language found in our behaviour policy and practice

As well as curriculum assessment, progress in PSHE can also be tracked using other sources of evidence, including:

- CPoms - behaviour category incidents
- TAF targets
- EHCP goals - SEMH
- Reports from external professionals supporting wellbeing, personal development and SEMH

When children leave HSA, they should be ready to act on the world. They should have experienced nurturing support and teaching that has prepared them for the world of Secondary School, puberty and interpersonal relationships that awaits them. They should have built on the self-regulation skills that begin in EYFS to enable them to maintain good wellbeing and continue their journey towards internal discipline that comes with emotional maturity. Whatever their starting point or additional needs, all children will have made progress towards a good level of development reflected in the PSHE curriculum.