

PSHE/ RSE at Church Eaton



Intent: What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. (**Community**)
- They are also part of an enormous diverse wider world that will provide endless opportunities. (**Diversity**)
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**Social Mobility**).

The PSHE/ RSE scheme of work supports these guiding principles by aiming to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Our Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education.

The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

Implementation: What do we teach?

Our PSHE/ RSE scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.

The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE.

Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme.

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way.

Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

Implementation: How do we ensure that knowledge and skills are progressive?

- Our National Curriculum mapping document shows which of our units cover each of the national curriculum attainment targets as well as each of these strands within it. (See Website)
- Our Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage. (See Website)

Implementation: What units do we cover and when do we cover them?

Because we have mixed aged classes, we operate a two-year cycle for PSHE/RSE. Units are mapped out with the links to our Curriculum drivers of Community, Diversity (D) and Social Mobility (M) as indicated below. The precise knowledge and skills that are taught in each unit are indicated in our Progressive Knowledge and Skills Documents

and the national Curriculum mapping document that is on the Curriculum section of our website. Please note: The order in which the units are completed may be altered if necessary.

	Block 1			Block 2			Block 3			Block 4			Block 5			Block 6		
EYFS	Self-regulation my feelings			Building relationships: special relationships			Managing self-taking on challenges			Self-regulation: listening and following instructions			Building relationships-my family and friends			Managing self my wellbeing		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 1/2 Cycle A	Family and relationships			Health and wellbeing			Safety and the changing body			Citizenship			Economic wellbeing			Transition 1		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 1/2 Cycle B	Family and relationships-			Health and wellbeing-			safety and the changing body-			Citizenship			Economic wellbeing-			Transition -1		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 3/4 Cycle A	Family and relationships			Health and wellbeing			Safety and the changing body			Citizenship			Economic wellbeing			Transition 1		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 3/4 Cycle B	Family and relationships-			Health and wellbeing-			safety and the changing body-			Citizenship			Economic wellbeing-			Transition -1		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 5/6 Cycle A	Family and relationships			Economic wellbeing- link to cost of Christmas			Citizenship			Health and Wellbeing			Economic Wellbeing Careers			Safety and the changing body		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 5/6 Cycle B	Family and relationships			Health and wellbeing			Safety and the changing body			Citizenship			Economic wellbeing			Transition Year 6 only Identity		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M

Implementation: What do Music lessons look like?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium term plans which highlight learning objectives, assessment opportunities and sticky knowledge objectives designed to help pupils remember long term content. Teachers then plan and tailor units of work based around big questions that need answering. These units of work integrate technology, opportunities for discussion

	and creativity to address the specific individual needs of pupils so that all pupils can reach their full potential regardless of their starting point. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts, and vocabulary.
Quality First Teaching	Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Teachers follow the seven-part lesson plan model.
Effective Target Setting through Meaningful Assessment	Individual and class strengths and areas for development are identified and used to inform future planning and interventions. Assessment sheets are used to track whether children achieve Learning Objectives and Cornerstones is used to collate information to enable subject leads to ascertain the number of children in line to achieve national expected standards.
Targeted Interventions	Staff Solution Circles are used to support data analysis and identify what support children will need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings that are held once every twelve weeks. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.
Purposeful Learning Environment	PSHE/RSE is celebrated with displays in and out of the classroom, and on social media. Learning resources and visual prompts are easily accessible to enable children to work independently and shared displays are used to celebrate final products and parent engagement days. Regular access to alternative learning spaces e.g., library, hall, outside to enhance the learning experience is also explored
Extended Curriculum	Children are given the opportunity to attend Solution Circles and work with children across the school
Reading at the core	Children are provided with reading resources at an appropriate level to support their learning. They are provided with opportunities to borrow books on PSHE from the school library and library bus to supplement their knowledge and interest.

Impact: What will our children have learnt from our PSHE/RSE Curriculum?

Through our carefully planned and sequenced curriculum we work to develop learners, from their individual starting points who are:

Community Builders who are aware that they are part of a small rural community with a very long and very proud history and can use this sense of community spirit to work collaboratively with others for the common good.

Clear Communicators who are literate and numerate in all contexts and aware that they are part of an enormous diverse wider world that will provide endless opportunities for them to apply these skills.

Successful learners who are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (social mobility).

Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

Impact: How do we track progress?

Each lesson within our scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired

learning intentions for that lesson.

Each unit of lessons comes with an Assessment quiz and Knowledge catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.