

PSHCE + RSE Rationale

The PSHCE curriculum has been developed and adapted to ensure it meets the requirements of the school, children and the community as well as incorporating the statutory elements of RSE when it was introduced. Because the initial curriculum was based on the PSHE Association guidance and resources, RSE content was also covered. To ensure there was progression of knowledge across the school and that it fit into our timetables both weekly and across the whole year adjustments for the statutory RSE curriculum have been made.

Staff, governors and parents were involved when deciding when key aspects of the curriculum should be taught.

To support the acquisition of knowledge, Knowledge Organisers for all year groups from Years 1 to 6. Knowledge Organisers for Early Years are in development.

The content is principally dictated by the RSE framework. The Public Health England data has been used to the local context that we need to ensure that children are supported within key areas of need. The timetable of the curriculum across the year is developed to deepen links across the wider curriculum.

Class teachers have been included in the development of the curriculum to meet the varying and specific needs of their classes. The curriculum is developed to be reflective of current issues and will react to events and incidents. Adjustments are made in consultation with the subject lead to ensure that the implications of changes are considered in the curriculum moving forward.

The curriculum has been designed around a spiral, with topics revisited and built upon throughout the school. There are 4 themes taught across the whole school –

- Family and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economics

Early Years

The three aspects of self-confidence and self-awareness, managing relationships and behaviour and making relationships form the basis of PSED in Early Years. Other aspects of PSHE/RSE are taught through physical development and understanding the world. This forms the foundation for more formal PSHE/RSE lessons in Key Stages 1 and 2.

Key Stage 1

In Key Stage 1, the children are introduced to the key concepts and given some of the vocabulary to be able to understand and discuss the subject. There are also key safeguarding aspects covered with the PANTS lessons and managing secrets.

Key Stage 2

All of the aspects begun in Key Stage 1 and Early Years are revisited and built upon with the content becoming more mature as their experience grows. Vocabulary is also increased.

How are the children supported in knowing more and remembering more?

There are knowledge organisers for the Autumn, Spring and Summer Term. The organisers were written with the content of the plans and the statutory guidance.

Assessment

Teacher assessment is used. To support this, there are pre- and post-learning tasks to complete using mind mapping. The pre-learning task allows teachers to for a baseline assessment; identifying prior learning and any misconceptions. Assessment of learning takes place during the lesson. The post-learning tasks are completed as an assessment of the learning, which is done in conjunction with observations of day-to-day life throughout the wider school environment. If teachers need further support and ideas, there is a folder of ideas of how to assess available in the PSHE folder on SharePoint.

SEND

Lessons and resources provided can be easily adapted to meet the needs of the children. In plans it is stipulated that children be given the opportunity to ask questions or to raise a query to be addressed later. It is essential that children with SEND are included in PSHE lessons at an appropriate point for their understanding rather than their chronological age. Subject lead works with TAs who support individual children to ensure that their needs are met fully.