PSHE & RSE Intent, Implementation and Impact

Our PSHE curriculum 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

Intent

Elm Academy follows Kapow PSHE and RSE scheme. The scheme aims 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. We cover 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

The purpose of this document is to clarify the how, why, and what of PSHE teaching at Elm Academy. This is to be used by staff to clarify expectations, highlight the resources that we have at our disposal, and to ensure that a high-quality PSHE curriculum is being taught to all.

Within PSHE, we want our children to learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the Early Learning Goals for personal, social and emotional development within the EYFS. To achieve this they will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show that they can take some responsibility for themselves

and their environment. They will begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and other people. As members of a class and school community they will learn social skills, such as how to share, take turns, play, help others, resolve simple arguments and identify bullying. They will begin to take an active part in the life of their school and the wider community.

As they mature and develop during key stage 2, they will learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from the school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, and for their own learning.

Implementation: What does PSHE look like?

Each area is revisited to allow children to build on prior learning. PSHE is taught weekly for 40 minutes and also embedded within our assemblies. 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. The scheme we follow 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. 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 used to help children play out scenarios that they may find themselves in.

Impact

Pupils have the opportunity to record their learning in a variety of ways. Evidence of the learning is dependent on the lesson outcome; year group and the knowledge and skills being developed. This can be in the form of: extended writing, photographs of practical activities, tables and charts. Teachers will also make note of what is being said during class discussions. Teachers update DC Pro as our assessment tool, this helps to identify gaps and to show prior learning.

SLT will conduct learning walks and pupil interviews to measure the impact of our teaching, based on how much children can remember.