



## Whole School Curriculum Design: PSHE Including SRE INTENT – IMPLEMENTATION - IMPACT



### Intent

In PSHE our provision is designed to promote a strong understanding of what constitutes a healthy relationship, achieved by being a good friend, knowing how to play well, and respecting each other. Our curriculum is designed to provide firm foundations for all aspects of SMSC. Our intention is that, when children leave Corbridge First School, they do so with the knowledge, understanding and emotions to be able to play an active role in today's society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. We want the following things for **all** of our pupils:

- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- To apply the skills and knowledge learnt throughout the PSHE curriculum appropriately to their lives to make the right choices at school and at home.
- A rich and varied vocabulary that gives clarity to their opinions and views towards a topic.
- A delight in initiating and joining in discussions.
- Respect for others when communicating, even when views differ.
- The ability to see situations and beliefs from other's points of view and respect these views whether we agree with them or not.
- The ability to engage thoughtfully and sensitively with appropriate questioning.
- The ability and knowledge where to seek further advice and support from and who they can go to if they need to talk.

The open-ended nature of PSHE provides inclusive opportunities for all learners to access the lesson and its intended outcomes. We provide children with opportunities and scenarios to apply their skills and knowledge in a real-life context. Small steps within lessons ensure all children have the opportunity to make progress

### Implementation

We offer a structure and sequence of lessons aligned with the PSHE Association to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. When designing our curriculum we have sought to focus on **3 main areas**:

**Knowledge: What do we want our children to learn and remember? We do not want to overwhelm our children with too much information and with PSHE, age and stage of personal development is crucial, sequencing the knowledge to be learned is key.**

**Concepts: We have focussed on the three main core concepts: Health and Wellbeing, Relationships and Living in the Wider World.**

Within these core themes, the following concepts are explored in more details: **Identity** - their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online • **Relationships** - including different types and in different settings, including online • **A healthy balanced lifestyle** (including physically, emotionally and socially), - including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices • **Risk** - identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world • **Diversity and equality** - in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010 • **Rights** - including the notion of universal human rights, responsibilities, fairness and justice and consent (in different contexts) • **Change** - as something to be managed and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance • **Power** - how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation. • **Career** - including enterprise, employability and economic understanding **Skills: How will we teach our children to engage in healthy relationships? What skills do they need to learn to understand the content?**

In Nursery the delivery of PSHCE is delivered through in the moment planning, whilst in Reception children are taught PSHCE as part of their topic based curriculum and is embedded throughout the curriculum. Throughout the whole early years setting PSHCE is continuously reinforced throughout continuous provision opportunities and an enabling environment. Objectives from the EYFS development matters framework and the PSED Early Learning Goal have been incorporated into the progression of skills for PSHCE. The PSHE Curriculum is planned in alignment with the PSHE Association curriculum map/overview has been designed with an overarching 'big question.' These begin in KS1 as 'What?' and 'Who?' building onto to 'Why?' and 'How?' In KS2. Teaching builds according to the age and needs of the pupils through developmentally appropriate learning objectives to respond to each big question.



### **Impact**

We believe that the impact of using our personalised, progressive PSHE curriculum is the key to children becoming confident, tolerant and well-rounded adults. Our children will be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, children can build up tolerance and a sense of responsibility of being a global citizen. Our children can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves

### **SMSC**

**Spiritual** - Concepts of equality and diversity are covered, this encourages children to respect their own/other's identity. In UKS2 children are encouraged to challenge stereotypical thinking.

**Moral** Class rules are established collaboratively. Children identify basic human - rights/types of anti-social behaviour

**Social** – Children are encouraged to celebrate uniqueness and recognise/value the differences between communities and groups. Children are encouraged to become involved with their own community.

**Cultural** – In KS2 children are introduced to the role of government, learning about its impact and importance in society. Children look at volunteer/community groups and are encouraged to celebrate the diversity and the difference cultures provide.

## SRE – Sex and Relationships Education

### Intent

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. We believe the understanding of such values is integral to supporting and developing positive attitudes towards each other and ensuring positive emotional well-being. The curriculum and nature of RSE provides opportunities to introduce key vocabulary. Our intent is to build learners communication skills by increasing not only their vocabulary but also their ability to communicate effectively with others and express their views successfully. Our RSE programme aims to prepare learners for a successful, safe productive adult life.

### Implementation

**PSHE Association Curriculum** - Class teachers will follow the PSHE Association Curriculum for RSE. This splits the curriculum into three main themes and breaks it down into age appropriate chunks.

**Opportunities for discussion** – Children will be encouraged to discuss topics in partners, groups and as a whole class.

**Thoughtful Questioning** - Children will be encouraged to ask questions about what they are learning about.

**Caring, confidential classroom environment** - At the beginning of every lesson, the class teacher will encourage the children to be respectful of each other and establish the classroom as a safe space.

### Impact

In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem. At the end of each year, pupils have gained a deepening understanding of all three of the main themes. They will have discussed each of these themes, asked questions, acquired subject-specific vocabulary, and gained a deeper understanding that will inform their life at our school and beyond.

**Pupil voice** - Through discussion and feedback, children talk enthusiastically about their PSHE and RSE lessons and show a genuine curiosity and interest in the themes they have explored.

**Evidence of knowledge and skills** - Pupils can speak confidently about the topics they have learnt about, using subject-specific vocabulary. Children will be able to use the knowledge they have gained during their time at our school and beyond.

**Breadth and depth** - Teachers plan opportunities for pupils to study the knowledge needed at an age-appropriate level, which builds upon previous knowledge. Pupils have the confidence and are inspired to further their knowledge through questioning and discussion.

