

Curriculum policy: Personal Social Health and Economic Education (PSHE)

PSHE:

Building healthy respectful relationships.



Curriculum Intent

At Grove, we use PSHE lessons to support children's physical, emotional, moral, cultural, and mental development and to enable them to understand and respect who they are. We aim to empower our children with a voice and to equip them for life and learning. Alongside our Relationship, Sex Education (RSE) curriculum, PSHE prepares children gradually and appropriately for adult life and equips them with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions.

Our children are encouraged to develop a sense of belonging by playing a positive role within and contributing to school life and the wider community. As a result of our PSHE/RSE curriculum, our children from Nursery through to Year 6 are taught to become positive members of society with the knowledge of how to keep themselves and others safe and to understand and develop healthy relationships both now and into their adulthood.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindfulness approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs



Curriculum Aims

We want children to be able to:

- Keep themselves and other safe.
- Build resilience and belief in themselves.
- Make healthy and informed choices in their own lives.
- Learn to respect themselves and others.
- Understand what a healthy relationship looks like.
- Understand the value of money.
- Understand why/how their body changes.
- To understand the importance of British values



Lesson structure

PSHE is taught weekly across school, including in Early Years. In EYFS, PSHE is taught as part of 'circle time'. In KS1 and KS2, it is taught as a discrete subject. In addition to this, we also cover some topics from our PSHE curriculum during assemblies throughout the year.



Planning and Resources

Each year group has a unit overview which shows the order in which the units should be taught. Within a unit, lessons are carefully sequenced so that they build upon knowledge the children have previously learned. Where possible, activities within PSHE are practical and engaging, using images, videos or physical resources to support learning.



Curriculum Implementation

Each year group consists of six half-term units of work, each containing approximately six lessons. Throughout school, each year group follow the same theme each half term:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

We ensure the children have cross-curricular experience, through the National Curriculum subjects, as well as developing their understanding of British Values and SMSC. We also aim to invite guest speakers into school to discuss a range of topics and broaden our children's experiences.



Assessment

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on children's discussions or through direct conversation with children to check their understanding and correct use of vocabulary.

Each lesson has clear success criteria and evidence towards these is recorded in floor books. This supports pupils to demonstrate their understanding of what they have learnt when discussing their learning with others. Pupil discussions and evidence in floor books support the teacher and subject leader to determine who is working at age expectations and the knowledge, skills and concepts that require further attention.



Inclusion

We teach PSHE to all children, whatever their current attainment or starting points. Lessons are planned to meet the expectations of each year group and adapted for the individual needs of the children. In PSHE, children predominantly demonstrate their understanding orally or visually and are supported through paired or group work. Questions posed within the sessions allow for all children to contribute.



Role of Subject Leader

- Ensure that the statutory requirements are met.
- Ensure appropriate professional development opportunities are provided for all staff.
- Improve the quality of provision in PSHE for all pupils.
- Monitor their subject to ensure consistency of approach.
- Ensure regular and appropriate assessment of PSHE takes place and have a clear overview of who is achieving age related expectations.
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up.
- Ensure appropriate resources are available.
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school.

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