

Personal Social Health Economic (PSHE) Curriculum Statement 2021

1. Curriculum Intent

Our PSHE curriculum enables children to become successful learners by equipping them with the skills, knowledge, values and attitudes, which prepares the children to make a positive contribution to the wider society. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. Our curriculum also helps children to develop resilience, which is crucial to the complex and changing world we live in. We also deliver a curriculum that is cascading, which enables our pupils to progress across the topics.

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. This is why at Gearies we provide opportunities to enhance children's understanding of personal and social values, which develops their capacity to be an active and effective citizen. At Gearies we promote British Values to prepare children for life in modern Britain. This empowers them to value themselves, respect others and appreciate the diverse society we live in.

Our pedagogy is linked to our "Simple View of Learning". Our core school values are realising the potential of every child. This is why we have created a curriculum to meet the needs of every child. All the children at Gearies are challenged and encouraged to think creatively. Teachers at Gearies are enthusiastic when teaching. This is why we ensure when we plan lessons, with considerations of our children's cultural backgrounds, personal sense of identity and their place in our British culture.

2. The Curriculum Implementation

We at Gearies recognise that PSHE cannot exist in isolation. This is why we link PSHE with a range of subjects. For example, when we teach Religious Education, we create opportunities for children to understand our similarities and differences so that we are more tolerant (British Value). PSHE also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing.

PSHE is taught once a week, for an hour in both KS1 and KS2. The lessons have a purpose which the children can relate and apply beyond the school environment.

3. Impact

The delivery of our curriculum has a positive impact on our pupils, by enabling them to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Our curriculum can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children to achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. This is why we aim to ensure that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

4. What are the new KS1 and KS2 Statutory Requirement?

The Health Education and Relationships Education aspects of PSHE (personal, social, health and economic) education will be compulsory in all primary schools from September 2020. These new statutory requirements do not extend to sex education at KS 1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science). Parents will have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education.

5. Why is there a new RSE curriculum in 2020?

The new Relationships and Health Education 2020 curriculum is designed to help all children grow up healthy, happy and safe. Give all children the knowledge to make informed decisions about their wellbeing, health and relationships. Support all children to manage the challenges and opportunities of modern Britain. Prepare all children for a successful adult lives.

At Gearies Primary School, we continuously assess the intent, implementation and impact of our RSE curriculum in order to achieve the highest outcomes possible across all year groups. Staff have a secure knowledge to teach the RSE curriculum and navigate their way through teaching the complexities of relationships and sexual matters. This is reinforced by the support and advice given by the subject leader. Through our RSE curriculum, we want our pupils to become confident individuals who are resilient. Through the curriculum, we aim to prepare our pupils to have a positive body awareness and maintain a positive relationship with diverse range of communities. Through our curriculum we aim to prepare our pupils for success in their ongoing education or career, and for life in modern Britain.

6. Programme of Study

We at Gearies believe that children should build on their prior knowledge. This is why the framework has been formulated to allow the children to make progress.

	Rights and Responsibilities		Feeling and Friendship		Money and Enterprise	
	Safety and Risk		Health		Identity	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt	How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss	What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities	What can we do with money? Where money comes from; spending; saving; keeping money safe	How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help	
Year 2	How can we help? Group and class rules and why they are important; respecting own and others' rights and need' privacy; looking after the environment	How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings.	What is the same and different about us? Recognise what they are good at; set simple goals; growing and changing and being more independent; naming body parts correctly; belonging to different groups	How can we be healthy? Things that keep bodies and minds healthy (Activity, rest, food); hygiene routines; healthy choices	What is bullying? Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens	How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help including in an emergency
	what is meant to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world	mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	using social media? Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;	managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice	different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society	
Year 6	What makes a healthy and happy relationship? Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership);		What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence	How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect healthy and safety; the law and drugs; who is responsible for their health and wellbeing?	How can money affect us? Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues	How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours
Year 3	What are the rules that keep us safe? Importance of school rules for healthy and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe	How can we describe our feelings? Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to others' feelings	What are we responsible for? Responsibilities, rights and duties at home; in school and the local environment; how actions affect self and others	What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets	What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices
Year 4	How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback	How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe		What choices help us to be healthy? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe	How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect a reality	What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes

7. Assessment arrangements

Assessment are carried out by assessing children's books, moderation of work within the year groups, talking to the children about the unit taught and lesson observations. This ensures teachers judgement is based on evidence.