

Personal, Social, Health and Economic (PSHE) & Relationships, Health and Sex Education (RSE) Curriculum

'Following Jesus, together we care, inspire and achieve.'

1. Aims and Objectives

1.1 PSHE, RSE and citizenship enable children to become healthy, independent, and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.



1.2 The aims of PSHE and RSE are to enable the children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.

2. Teaching and Learning Style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations, and problem-solving activities, for example through 'circle time'. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in a discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into school to talk about their role in creating a positive and supportive local community.



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1. PSHE, RSE and Citizenship Curriculum Planning

- 1.1 We have created our own bespoke PSHE and RSE programme - this is called the [Framework for Independence](#). We teach PSHE, RSE and Citizenship in a variety of ways. In some instances, e.g. drug education, we teach PSHE and Citizenship as a discrete subjects.
- 1.2 At times we introduce PSHE, RSE and Citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of the local recreation field, duck pond, local footpaths, and cycle paths.
- 1.3 We also develop PSHE, RSE and Citizenship through activities and whole-school events, e.g. the School Council and House Captain's representatives meet regularly to discuss school matters. We offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and cooperative skills.

4. Early Years Foundation Stage

We teach PSHE and Citizenship in Reception class as an integral part of the work covered during the year. The children follow the Early Years Foundation Stage Framework and we relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) and the [Framework for Independence](#). Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional, and social development as set out in the ELGs. We also support citizenship education in the Reception class when we teach 'how to develop a child's knowledge and understanding of the world'.

Teaching PSHE, RSE and Citizenship to Children with Special Educational Needs

- 5.1 At our school, we teach PSHE, RSE and Citizenship to all children, whatever their ability. They form part of the school's Curriculum Policy to provide a broad and balanced education to all children. Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 5.2 When progress falls significantly outside the expected range, the child may have Special Educational Needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 5.3 Intervention through School Action and School Action Plus leads to the creation of a Support Plan for children with Special Educational Needs. This may include, as appropriate, specific targets relating to PSHE, RSE and Citizenship.



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5.4 We enable pupils to have access to the full range of activities involved in learning PSHE, RSE and Citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event at a local church hall, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

6. Assessment and Recording

6.1 Teachers assess the children's work in PSHE, RSE and Citizenship both by making informal judgments as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand, and be able to do at the end of each key stage.

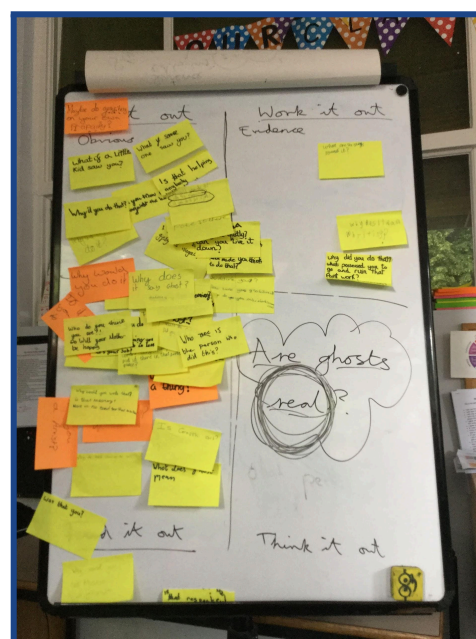
6.2 We report achievements in PSHE, RSE and Citizenship to parents each year.

7. Resources

Resources for PSHE, RSE and Citizenship units of work are stored on the school's Google Drive.

8. Monitoring and Review

Class teachers are responsible for monitoring the standards of children's work and the quality of teaching. School leaders support colleagues in the teaching of PSHE, RSE and Citizenship, by giving their information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. All teachers play an important role in evaluating strengths and weaknesses in the subject and indicating areas for further improvement.



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