



## Leominster Primary School

### The Intent, Implementation and Impact of our PSHE/RSHE Curriculum

#### Intent

At LPS personal, social, health and economic education (PSHE) is an embedded part of our broad, balanced curriculum. It is a carefully planned programme of learning through which children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe and to prepare them for life in a diverse society now and in the future. As part of our whole school approach, our PSHE curriculum develops the qualities and attributes that children need to manage life's opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and as active participants in society. By building self-esteem, resilience and empathy, our effective PSHE programme can tackle barriers to learning and raise aspirations for our pupils. Our programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. The units support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing knowledge of when and how they can seek support and ask for help.

My Life PSHE resources are fully in line with the Learning Outcomes and Core Themes provided by The PSHE Association Programme of Study, which is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The scheme of work covers all the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. It also fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of broad and balanced curriculum.

#### Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

#### Health Education

- Mental wellbeing



- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### **Living in the Wider World**

- Shared responsibilities
- Communities
- Media literacy and digital resilience
- Economic wellbeing: Money
- Economic wellbeing: Aspirations, work and career

### **IMPLEMENTATION**

The My Life scheme provides a flexible but complete PSHE curriculum for our school. It is split into five topics per year group for KS1 and six topics per year group for KS2. Each topic in Key Stage 2 consists of five lessons and in Key Stage 1 there are four lessons per topic. The lesson plans offer guidance for teachers and learning support staff on how to deliver each session confidently, and extra guidance is provided in the notes section of each presentation. The resources can be adapted and updated in response to current local or national issues or in light of feedback from teachers and pupils. All themes are delivered according to the specific needs of our pupils. In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning, therefore an integral part of teaching and learning. Areas covered include the following:-

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning reflects the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.



Topics have been carefully arranged in order to create a spiral curriculum of both content and skills. This provides a rigorous structure with in-built progression where topics are regularly revisited through the key stages to ensure that understanding and skills are developed in an age-appropriate way. This enables children to grow in confidence when taking part in discussion, debates and when exploring current issues within PSHE education.

The units are categorised into three key strands: Relationships, Health and Living in the Wider World. These three strands are mapped against the statutory Relationships and Health Education guidance, as well as the 'Living in the Wider World' objectives from the PSHE Association Programme of Study.

In addition to developing specific subject content, lessons build the key skills from the PSHE Association's Programme of Study: personal effectiveness; interpersonal and social effectiveness; and managing risk and decision making. The development of these skills is essential for pupils to begin to apply their knowledge to their own lives. The range of teaching activities allows pupils to practise and hone these skills either individually or in a group.

Topics covered address online safety, sex education, puberty and making healthy choices, all of which support safeguarding while promoting life skills for children such as empathy, identification of feelings, self-care, respect, money management and an understanding of the world around them. Increased time spent online means that, more than ever, children need to understand how to interact, form friendships and deal with situations in an online world. This is a key theme throughout the programme and it is integrated from the beginning of KS1 to ensure that children understand how to keep themselves safe and happy online

LPS seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident and successful adults. Prior to teaching each topic, 'rules for respect' are established with pupils. This helps to create a safe and supportive learning environment where children can openly share their thoughts, opinions and ideas, and explore sensitive topics safely. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

The resources for each lesson consist of a detailed lesson plan, a PowerPoint presentation and a resource sheet, where appropriate. Lessons are designed to be delivered in a creative and stimulating way, incorporating a range of approaches such as quizzes, discussions, drama, games and art. This ensures that the lessons are inclusive and can meet the needs of all children. PSHE lessons will have a specific place on the timetable and each unit will be delivered over half a term. In addition to these discreet lessons, the PSHE curriculum will be supplemented and enhanced by visiting speakers (such as dentists and experts from dog charities) and workshops (for example, the 'Star' programme run by West Mercia police, pedestrian training and NSPCC assemblies and workshops). Dedicated events such Children's Mental Health week, Road Safety Day, E-safety Day,



Cyber-bullying week and British Values Week will serve to reinforce learning and raise awareness of specific issues. Regular mindfulness sessions will be incorporated into the children's week.

## **IMPACT**

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved. To enable this to happen, assessment has to be an integral part of the teaching and learning in all subjects, including PSHE education. However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is, however, possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

It is important that children can be assessed using a method which allows them to best express their knowledge and understanding of the topic being taught, so a range of assessments are used, such as photos of practical work, freeze frame pictures, reflective diaries, drama and diagrams. Mind maps can be produced illustrating what they know, think or believe and questions they have about a new topic. At the end of the unit the children can take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions and answering their original questions. This will demonstrate the progress they have made. Evidence can also be recorded through the use of individual pupils' books or a whole class PSHE book, which pupils contribute to with pictures, reflections or annotations of work

Monitoring of the PSHE curriculum will be carried out by the PSHE coordinator, using the following methods:

- Learning walks
- Evidence in books
- Staff questionnaires
- Pupil discussions and questionnaires
- Meetings with the head and safeguarding team
- Discussions with PSHE working party (comprised of teachers, parents and PSHE link governor)
- Annual meeting with the link governor

To discuss: PSHE book, working party, link governor, timetabling.

