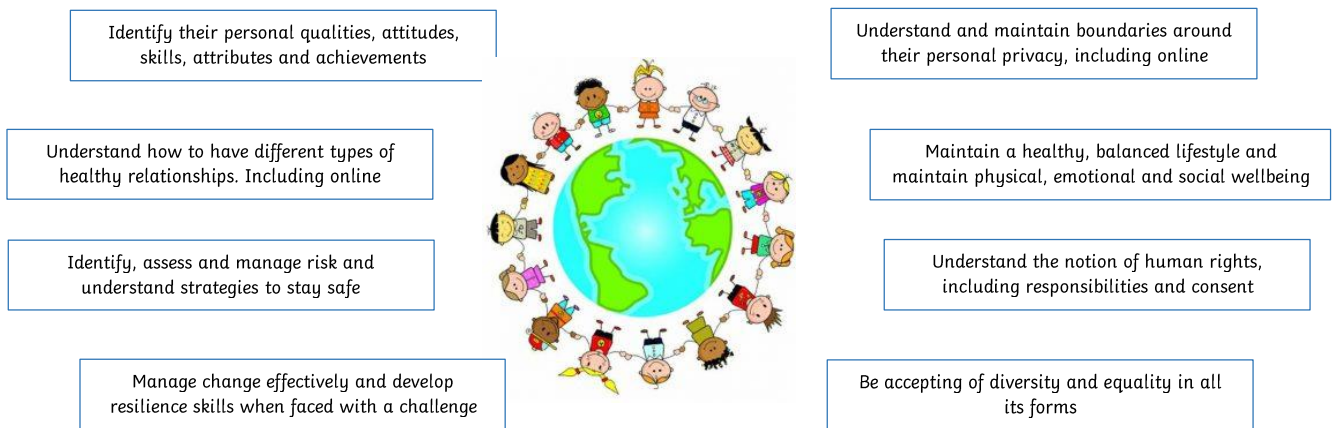


# PSHE and RSE

## PSHE and RSE Curriculum Intent

Our aim is to equip children to live healthy, safe, productive, capable, responsible and balanced lives. It contributes to personal development by helping pupils to build confidence, resilience and self-esteem, and to identify and manage risk, make informed choice and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. To develop an understanding of themselves, empathy and the ability to work with others, will help pupils to form and maintain good relationships, develop the essential skills for their futures and better enjoy and manage their lives.

By the end of Key Stage 2, a Westgate Citizen will be able to...



## Curriculum Content Coverage

The National Curriculum states that, 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. Our PSHE education contributes to our school's statutory duties, outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum.

In the PSHE Curriculum, there are three core themes and within that, different topic areas:

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
Healthy Lifestyles Keeping Safe Growing and Changing	Healthy Relationships Feelings and Emotions Valuing Difference	Rights and Responsibilities Taking Care of the Environment Money

The curriculum frameworks, which have the specific learning objectives, relate directly to the learning opportunities in the PSHE Association's Programme of Study.

## Overarching concepts developed through the Programme of Study

1. **Identity** – their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.
2. **Relationships** – including different types and in different settings, including online.
3. **A healthy, balanced lifestyle** – including physically, emotionally and socially and within relationships, work-life, exercise and rest, spending and saving and lifestyle choices.
4. **Risk and safety** – identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others, also behaviour and strategies to employ in different settings, including online in an increasingly connected world.
5. **Diversity and equality** – in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.
6. **Rights, responsibilities and consent** – including the notice of universal human rights, fairness and justice in different contexts.
7. **Change and resilience** – being something to be managed and learning the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance.
8. **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 and ‘win-win’ outcomes.
9. **Career** – including enterprise, employability and economic understanding.

## Curriculum Drivers

COMMUNICATION	Communication drives the PSHE curriculum by: <ul style="list-style-type: none"> <li>• Sharing views and opinions on different topics</li> <li>• Discuss important issues together</li> <li>• Listening to each other</li> <li>• Lessons are heavily based on using oracy skills</li> <li>• Developing and broadening vocabulary</li> </ul>
LOCAL	Local drives the PSHE curriculum by: <ul style="list-style-type: none"> <li>• The local context gives reasons for why we include certain areas in our curriculum</li> <li>• We discuss local issues, which affect our children or community</li> </ul>
ENRICHED	Enriched drives the PSHE curriculum by: <ul style="list-style-type: none"> <li>• Each year group taking part in a special event or challenge, which links to this unit of work</li> <li>• Encouraging each year group to host a charity event as part of: ‘Do Something for Someone Else’</li> </ul>
AMBITIOUS	Ambitious drives the PSHE curriculum by: <ul style="list-style-type: none"> <li>• Teaching units of work which discuss enterprise</li> <li>• Hosting a ‘Westgate Careers’ Week’</li> <li>• Discussing aspirations for the future through lessons</li> </ul>
REMEMBERED	Remembered drives the PSHE curriculum by: <ul style="list-style-type: none"> <li>• Looking back at previous learning in different year groups</li> <li>• Sharing vocabulary from previous years</li> </ul>

# Vocabulary

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Health and Wellbeing	<p>emergency aid help safety rules advice support asking for help balance lifestyles choices health wellbeing balanced diet food influences conflicting emotions change transitions loss separation divorce bereavement achievements aspirations goals strengths target-setting</p>	<p>conflicting emotions feelings managing feelings risk danger hazard responsibility safety pressure managing pressure influences media peer achievements aspirations goals strengths target-setting</p>	<p>media images reality/fantasy true/false balanced lifestyle choices health wellbeing habits drugs alcohol tobacco medicines caffeine advice support asking for help safety online personal information passwords images mobile phones responsibility safe use emotions feelings managing bacteria viruses hygiene routines puberty physical emotional changes human reproduction babies sexual intercourse pregnancy parents/carers</p>	<p>puberty physical emotional changes human reproduction babies sexual intercourse pregnancy parents/carers balanced lifestyle choices health wellbeing drugs alcohol tobacco medicines caffeine advice support asking for help risk danger hazard responsibility safety pressure managing pressure influences media peer safety online personal information passwords images</p>
Relationships	<p>physical contact touch acceptable unacceptable confidentiality secrets surprises personal safety bullying discrimination aggressive behaviour actions behaviour consequences collaborative working shared goals stereotypes</p>	<p>stereotypes friendships families couples positive relationships actions behaviour consequences feelings empathy recognising others' feelings</p>	<p>people equality identity stereotypes discrimination actions behaviours consequences bullying discrimination aggression privacy sharing personal boundaries</p>	<p>friendships families couple positive relationship relationships unhealthy pressure actions behaviour consequences dares challenges</p>
Living in the Wider World	<p>rights duties home school environment resolving difference points of view decisions choices</p>	<p>people difference diversity identity UK places values customs money spending saving budgeting enterprise enterprise skills entrepreneurs</p>	<p>communities volunteers pressure groups health wellbeing people places values customs money spending saving budgeting media social media information forwarding</p>	<p>laws making and changing rules human rights children's rights money spending saving budgeting interest loan tax debt resources sustainability economics choices environment anti-social aggression bullying discrimination</p>

## Implementation

At Westgate, PSHE should be taught weekly as a standalone lesson, for at least 30 minutes to ensure there is enough discussion time and to complete a related activity. Some of the units can be integrated within other subjects, but teachers must ensure the PSHE objectives are being met, alongside the cross-curricular subject.

Each year group has 6 units (with the exception of Year 6), to cover throughout the academic year. The amount of lessons needed for each unit, and when each unit will be taught, is the decision of each year group.

Year 3	Year 4	Year 5	Year 6
What are the rules that keep us safe?	What is diversity?	What makes a community?	What makes a healthy and happy relationship?
What can we do about bullying?	How can we be a good friend?	What does discrimination mean?	What are human rights?
How can we have a balanced lifestyle?	How do we control our feelings and emotions?	How can we manage money?	How can money affect us?
What are we responsible for?	How can we keep safe in our local area?	How can we help our health?	How can we stay healthy?
How can we describe our feelings?	What can we do with money?	How can we be safe online and using social media?	How can we manage risk?
What goals do we have for the future?	What makes us enterprising?	How do we grow and change?	

## Delivering a unit Guidance

1. Share what PSHE Education stands for (Personal, Social, Health and Economic Education). Talk to the children about what these four elements mean.
2. Talk about the ground rules for a PSHE lesson. In the first lesson of the academic year, the teacher should create a set of ground rules with the class. This could then be printed and shared in the classroom or save as a slide to then share at the start of each PSHE lesson. ***In the PSHE folder there are examples of ground rules to get ideas from.***
3. The question for the unit should then be shared with the class. Discuss how it links to PSHE, which elements do they think the question falls under.
4. Talk about previous knowledge and vocabulary that they may have used from different year groups. ***Use the 'Opportunities to revisit' grid as guidance.***
5. Complete a baseline assessment to understand their current knowledge.
6. Deliver a series lessons to cover the relevant objectives for the unit.
7. At the end of a unit, there should be another assessment completed.

## Cross-curricular Links

PSHE can be recorded within cross-curricular links (for example, in science books) or as independent pieces of work. There are also opportunities for PSHE to be discussed in other subjects, such as during computing. If there is the opportunity for a link to be made, the use of the following symbol on slides, in books or on displays would be appropriate:



## Local Links

The PSHE curriculum encourages children to consider their role in the local community, and teaches them how to effectively support their local community, through the choices they make.

## Opportunities to revisit learning

In our PSHE curriculum we use a spiral approach, which gradually revisits and reintroduces topics at a deeper and more complex level at each year group.

Year 3	Year 4	Year 5	Year 6
What are the rules that keep us safe?	How can we keep safe in our local area?	How can we be safe online and using social media?	How can we manage risk?
What can we do about bullying?	What is diversity?	What does discrimination mean?	What are human rights?
How can we have a balanced lifestyle?		How can we help our health?	How can we stay healthy?
What are we responsible for?		What makes a community?	
How can we describe our feelings?	How do we control our feelings and emotions?	How do we grow and change?	
What goals do we have for the future?	What makes us enterprising?		
	How can we be a good friend?		What makes a healthy and happy relationship?
	What can we do with money?	How can we manage money?	How can money affect us?

## Impact

The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or unit, against where they were before. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others. This gives us the following model for assessing any learning in PSHE education:



### 1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

### 2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

### 3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

A bank of baseline assessments, assessment for learning and assessment of learning activities are shared with the teachers, and they choose which are most appropriate for the units they are teaching.

## SMSC

SPIRITUAL	<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>• Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity in their learning</li> <li>• Willingness to reflect on their experiences.</li> </ul>
MORAL	<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>• Understanding of the consequences of their behaviour and actions</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>
SOCIAL	<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>• Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>• Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>
CULTURAL	<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</li> <li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>
BRITISH VALUES	<p>Showing an understanding of <b>individual liberty</b> by being able to express their opinions through discussions and activities.          Developing <b>mutual respect</b> for others' opinions and beliefs.          Understanding of <b>right and wrong</b> (rule of law) through discussions and explicit teaching.          Showing a <b>tolerance of those with other faiths and beliefs</b> through discussions and explicit teaching.</p>