

Curriculum for Life (PSHE and Relationship Education) Curriculum Statement

Hooked on Thinking

Working With and For Local Families



Intent – PSHE and Relationship Education at Hindhayes

The PSHE Association have produced a document entitled; **A curriculum for life: the case for statutory PSHE education**. In this document, it states that there is;

‘Compelling evidence that PSHE – when taught well - helps keep children and young people safe, mentally and physically healthy and prepared for life and work.’

Our intention is that, when children leave Hindhayes Infant School, they do so with the knowledge, understanding and emotions to be able to play an active role in today’s society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. What do we want for our pupils?

- Develop a confidence in sharing their own thoughts and opinions with others
- Develop skills and attributes to keep themselves healthy, mentally as well as physically, and safe
- Develop an attitude of a responsible global citizen
- To show tolerance of others’ beliefs, religions, and life choices.
- To build positive, respectful relationships with other people

To develop a sense of community and belonging.

Implementation

The majority of PSHE education has now been mandatory for all pupils, in all schools from 2020. The move represents a major step towards addressing concerns about consistency of quality and reduced curriculum time for PSHE, despite its proven benefits. This shouldn’t de-prioritise other aspects of PSHE. The three core areas through which all aims are taught are: Health and Wellbeing, Relationships and Living in the wider world (including British values and economic well-being) The relationships and Health and Well-being sections of PSHE education will be compulsory in primary schools from 2020, with plans to also, make the remaining parts of the PSHE curriculum statutory following further government consultation.

At Hindhayes we follow a bespoke scheme of work based on the thematic approach recommended by the PSHE association. The learning opportunities in the programme of study cover all the content outlined in the Department for Education’s statutory Relationships and Health education guidance, and go beyond this to integrate the statutory content within a complete comprehensive PSHE education programme. This scheme aims to equip children with essential skills for life; they intend to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing.

Teachers will be expected to teach a series of lessons every half term. Due to the age and stage of our children, at Hindhayes teachers will not be teaching sex education. However, we will be providing children with the skills they need so that they can identify the differences between positive and harmful relationships and what these look like in our lives. There will also be a section of lessons where children learn about the parts of the body and the names of private parts of our body. This is taught only in year two and comes as part of Relationships supporting our commitment to safeguarding. Parents have been made aware of what is being taught. However, they do not have the right to withdraw their children from this section of learning. The Relationships Education, RSE, and Health Education (England Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. (DFE Relationships Education July 2020)

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Through set PSHE lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in these schemes of work have their foundations in seeing each and everybody's value in society, from appreciation of others to promoting strong and positive views of self.

Encouraging the use of mindfulness at the start of each PSHE lesson enables children to come prepared to the lesson with a calm and clear mind-set. Mindfulness also allows children to understand that they are now entering a different lesson altogether. Creating a group charter enables children to have the right to suggest how they would like their lesson to be. For example, only using someone's name if they have something positive to say. The right to pass a question etc. This gives children the sense of empowerment and self-worth. Teachers are welcome to find their own resources to support teaching and learning. The PSHE association sets out resources to support planning. However, these are not the only resources available to us.

A plenary or a time for reflection is now seen as one of if not the most important part of a PSHE lesson. According to the advice given by Andy Mindwinter (PSHE Co-ordinator for Somerset) a plenary should take up 15% of the lesson time. This time should involve asking key questions related to learning outcomes. This will help to assess children's understanding and attitudes. A helpful question to ask children is: What do you think you have learnt? This time is also useful to give children a chance to discuss their thoughts and feelings as well as deciding if their thoughts and feelings have changed since the start of the lesson.

There is no fixed way of tracking PSHE. However, assessment should run alongside discussions. We plan to introduce a Curriculum for Life book for each class to record pupil voice during the 'plenary' part of the lesson. Pupil voice and work examples will be kept as evidence in the children's class files, where appropriate.

Developing cultural capital in EYFS and KS1

PSHE enables our pupils to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. Children are provided with opportunities to learn about their rights and responsibilities and appreciate what it means to be a member of a diverse society. They are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community. They are also encouraged to share their own ideas and develop an understanding that they are different to the ideas of others. Example: Children learn about a variety of different current issues within PSHE that are present in Hindhayes and have a personal impact on their day to day lives and communities. Students are able to develop their understanding of their world and the impact personal decisions can make on their lives as well as developing critical thinking skills.

Impact

Successful PSHE education 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 achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our whole-school approach will impact positively children's wellbeing and enable them to develop into successful citizens in the future.