

Curriculum Statement for Personal, Social and Emotional Development (PSED), Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE)



At Hayton C of E Primary School, effective Personal, Social and Emotional Development (PSED), Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) will help to support the promotion of the physical, emotional, social and moral development of children, at school and in their daily lives. Through our provision, we aim for children to:

- be provided with the key building blocks for healthy, respectful relationships with a focus on family and friendship, including on-line.
- be equipped with the knowledge skills and understanding necessary to support them to move with confidence in their journey through primary education and the successful transition onto secondary education and beyond.
- have the knowledge and capability to take care of both their physical and emotional health, seek support if problems arise and develop the skills of listening, empathy and talking about feelings and relationships.
- promote resilience and support children’s self-worth and wellbeing.
- develop skills, knowledge and the understanding they need to lead confident, healthy lives.
- learn to respect themselves.
- to be prepared for the changes that adolescence brings.
- to have understanding of the human life cycle and how a baby is conceived and born.
- To develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

Intent	Vocabulary	Knowledge and Skills	Progression	Concepts
	<p>Vocabulary in these curriculum areas will expose all pupils to year group specific language as outlined in the EYFS, National Curriculum and the Christopher Winter Relationships and Sex Education Scheme: teaching RSE with confidence in primary schools (CWP). The teacher will share with pupils the vocabulary that will be required throughout the lessons. Pupils will be expected to use the vocabulary both verbally and in written form to discuss and explore curriculum content. Pupils will adopt a shared emotional vocabulary and be supported to identify, name and label parts of the human body associated with the curriculum.</p>	<p>PSED, PHSE and RSE in Hayton C of E School intends to create a knowledge and skill set to prepare pupils for the opportunities, responsibilities and experiences of later life. Throughout, their lessons the children will learn, explore and develop key life skills. The balanced and broadly based curriculum will be accessed through a range of practical, collaborative and written work. CWP is a resource designed to be used from Reception to Year 6, it includes an overview of a spiral curriculum scheme of work and lessons plans that combine a range of teaching styles and methodologies. Each year group has a set of interconnected lesson plans together with hyperlinked materials and whiteboard resources. Additional complimentary resources are provided by the teacher. An overview of the interwoven lessons includes: Health and Well-being; Relationships; Living in the wider world; Family and friendships; Growing and caring for ourselves; Differences, valuing difference and keeping safe; Growing up, puberty and relationships. Pupils will also receive, with parental consent, a sex education programme as recommended by DfE, in addition to the mandatory aspects of the science and relationship and health education curriculums. As with all aspects of RSE teaching, this will be delivered sensitively and inclusively, whilst providing pupils with the knowledge they need of the surrounding law.</p>	<p>The teacher plans lessons that cover the knowledge and skills that are expected for each year group. Whilst this framework distinguishes separate core themes, there will be extensive overlap and learning from one area may be related and relevant to others. The teacher knows what has been taught the previous year and what comes next in knowledge and skills progression. The teacher is able to adapt and personalise the lessons for pupil need, identify gaps in learning and understanding and act on these findings by revisiting the spiral curriculum until knowledge is embedded, whilst supporting the pupils to get to their expected level of deep understanding.</p>	<p>PSED, PHSE and RSE in Hayton C of E school will enable pupils to develop the skills, knowledge and understanding they need to lead confident healthy independent lives and to become active and informed citizens. It aims to support our young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.</p>

Implementation

Inclusive Teaching and Learning	Subject Coverage / Curriculum	Resources	SMSC
<p>Under the provisions of the Equality Act (2010) and the philosophies of our school we will not unlawfully discriminate against pupils because of their age, race, disability, religion or belief (collectively known as the protected characteristics). Through PSED, PHSE and RSE we will engender the promotion of an environment which fosters healthy and respectful communication, challenging perceived limits on pupils based on their gender, or any other characteristic. To ensure content is accessible to all pupils, differentiated resources and teaching maybe required depending on the needs of the child, paying due consideration to the nature of their SEND.</p>	<p>The schemes of work adopted in school have been updated to reflect the statutory guidance in 2019. This comprehensive scheme of learning covers all aspects of relationships and sex education for children of primary school age. The scheme provides lesson plans and teaching materials which build and reinforce learning from previous years, in the form of a spiralling curriculum which allows for greater depth learning.</p>	<p>The lead teacher has both experience and training in the delivery of PSED, PHSE and RSE. In addition to the hyperlinked materials and whiteboard resources, we hold a variable and related library of books pertaining to the subject matter. These are a fundamental part of teaching and support the curriculum. The teacher also utilises quality resources to support concepts, learning and development.</p>	<p>The moral development of our pupils is an important thread running through the RSE curriculum. The pupils through difference mediums are provided with opportunities to use their knowledge base in real life contexts, sharing ideas, thoughts and feelings through team work and class discussions. We endeavour to equip our pupils with the understanding necessary to support them in their journey through primary education, successful transition into secondary and their future. To this end our curriculum is interwoven with the development of personal attributes. The attributes gained by pupils will support their own and others' wellbeing and attainment, enabling them to make informed decisions about their wellbeing, health and relationships and to ultimately build their self-efficacy.</p>
Local Context	Adaptations and Prioritisation	Evidencing Teaching and Learning	Assessment and Monitoring
<p>At Hayton we recognise that children need to be taught to understand the significance of life experiences, situations and contexts outside of school and how they relate to PSED, PHSE and RSE in the world surrounding them.</p>	<p>We have recognised and adapted our curriculum as a result of missed learning during the Covid-19 pandemic, with an overall aim to secure firm foundations before moving through the spiralling curriculum. The PSED, PHSE and RSE curriculum provides a sensitive, supportive environment, whereby, feelings and experiences are explored where appropriate.</p>	<p>All pupils will be encouraged to represent their concepts and methods in a variety of ways. Pupil's work in RSE is recorded in an exercise book that will follow them through the school.</p>	<p>As a first step towards the delivery of RSE, the teacher will carry out a basic needs assessment by revisiting concepts of the previous years teaching. In addition, we place a strong emphasis on the power of questioning: this enables us both to explore topics together as a class as well as verbally develop reasoning skills during our lessons.</p>

CWP Curriculum Overview

reception

year 1

year 2

year 3

year 4

year 5

year 6

Additional

Reception Family and Friendship

- Lesson 1: **Caring Friendships**
- Lesson 2: **Being Kind**
- Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

- Lesson 1: **Different Friends**
- Lesson 2: **Growing & Changing**
- Lesson 3: **Families & Care**

Year 2 Differences

- Lesson 1: **Differences**
- Lesson 2: **Male & Female Animals**
- Lesson 3: **Naming Body Parts**

Year 3 Valuing Difference and Keeping Safe

- Lesson 1: **Body Differences**
- Lesson 2: **Personal Space**
- Lesson 3: **Help and Support**

Year 4 Growing Up

- Lesson 1: **Changes**
- Lesson 2: **What is Puberty?**
- Lesson 3: **Healthy Relationships**

Year 5 Puberty

- Lesson 1: **Talking about Puberty**
- Lesson 2: **The Reproductive System**
- Lesson 3: **Help and Support**

Year 6 Puberty, Relationships & Reproduction

- Lesson 1: **Puberty & Reproduction**
- Lesson 2: **Communication in Relationships**
- Lesson 3: **Families, Conception & Pregnancy**
- Lesson 4: **Online Relationships**

Additional Folder Year 5/6

- Unit 1: **FGM**
- Unit 2: **Respect and Equality**

Early Years Curriculum Overview Personal, Social and Emotional Development (PSED)

Early Learning Goal - Self-Regulation Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Early Learning Goal - Managing Self Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Early Learning Goal - Building Relationships Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Primary Curriculum Overview Personal, Social, Health and Economic Education (PSHE)

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Learning opportunities are divided into three core themes of:

- 1: Health and Wellbeing,
- 2: Relationships
- 3: Living in the Wider World.

Learning from one area may be related and relevant to others. Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, schools may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

Impact	Pupil Voice	Knowledge	Skills	Culture Capital and British Values	Assessment and Monitoring
	<p>At Hayton school pupils are ready for the next stage of their education and are passionate and enthusiastic learners. The pupils show a high level of pride in the presentation and understanding of their work. They co-operate with others and they know how to seek help if they need it. Children are taught how to stay healthy and safe, while preparing them to make the most of life and work. Pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.</p>	<p>Throughout the PSED, PHSE and RSE curriculum, children understand the need and importance of their teaching in this sometimes sensitive subject. They gain confidence through knowledge and are able to demonstrate a quick recall of facts and information given.</p>	<p>We acknowledge that children are growing up in an increasingly complex world, therefore, our content will provide them with the skill set, knowledge and capability to take care of themselves, seek support if problems arise and develop skills of listening, empathy, talking about feelings and relationships, self-respect and by self-exploration of their own and others behaviours and values.</p>	<p>The provision of a well-planned robust RSE programme will develop the skills, values and behaviours in young people to prepare them for the opportunities, responsibilities and experiences of later life and to become productive members of society.</p>	<p>Leaders monitor the effectiveness of teaching through lesson observations, book scrutiny and pupil voice.</p>
<p>By the end of the EYFS, KS1 and KS2, pupils are expected to know, apply and understand the concepts and skills specified in the programme of study.</p>					