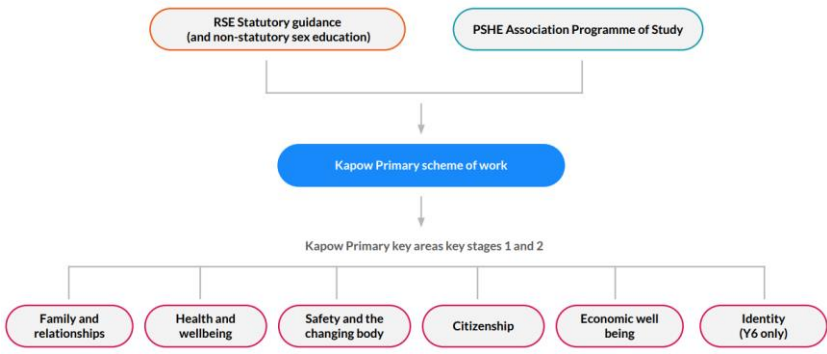




## **PSHE at Lower Heath CE Primary School**

<b>Intent</b>	
<b>Our PSHE philosophy is...</b>	<p>As a Church of England school, our vision and Christian values are at the heart of everything we do and play a key part in our pupils' education; spiritual, moral and cultural development. We are led by our motto 'Let our light shine', guiding us on our individual journeys through life so that we can grow and learn together to shine as one throughout our wider community.</p> <p>At Lower Heath C.E Primary, we endeavour to ensure that PSHE is faith sensitive, inclusive and inspiring, enabling children to make responsible and well-informed decisions about their lives. All pupils have a right to an education which allows them to flourish and is set in a learning community where differences of lifestyle and opinion are treated with dignity and respect.</p> <p>We aim to provide a curriculum that promotes our Christian values, one which will empower children to make positive choices and develop themselves as unique, significant and precious individuals.</p> <p>We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community through opportunities such as the school council, collective worship and sports leaders.</p>
<b>Key Knowledge</b>	<p>Our curriculum aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.</p> <p>To support our teaching, we use Kapow Primary's RSE/PSHE scheme of work, which covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education.</p> <p>The scheme does not specifically cover gender identity, although identity is a theme that runs through all year groups and units more generally. Gender identity does not form part of the National curriculum. As a result, we refer to our own school's policies and procedures when considering how to address sensitivities within this area.</p> <p>Quality PSHE and RSE teaching is an important element in helping us to carry out our duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety.'</p> <p>In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits</p>

	ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.
<b>Golden Thread: Equality Diversity Inclusion And Belonging</b>	In this thread, we develop a culture of inclusion for all where everyone feels proud of their identity and is able to participate fully in school life. The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.
<b>Implementation</b>	
<b>The curriculum for this subject area is designed using...</b>	<p>Our curriculum is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.</p> <p>EYFS:</p> <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Building relationships</li> <li>• Managing self</li> </ul> <p>Key stage 1 and 2:</p> <ul style="list-style-type: none"> <li>• Families and relationships</li> <li>• Health and wellbeing</li> <li>• Safety and the changing body</li> <li>• Citizenship</li> <li>• Economic wellbeing</li> </ul> <p>Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE.</p> <p>Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme.</p> <p>The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.</p> <p>All pupils have a weekly PSHE lesson. In addition to this, strands of the curriculum are embedded across other subjects and delivered discreetly within lessons and allow teachers to give context, meaning and purpose to the objectives.</p> <p>The curriculum is constantly reviewed and updated according to Government advice, building on the statutory content already outlined in the National Curriculum and in statutory guidance on drug education, financial education, relationship education, staying safe online and the importance of physical activity and diet for a healthy lifestyle.</p> <p>Children are encouraged to play an active part in school life, expressing their opinions and views through a variety of mediums including: school council meetings, democratic votes, debates and child led discussions. We also</p>

	<p>develop PSHE through activities and whole school events for example through enterprise days, cultural diversity days, sporting events with other primary and secondary schools, community open days and charity events. We offer residential experiences where there is a particular focus on developing children's self-confidence, self-esteem, self-belief and giving them opportunities to develop leadership and co-operation skills through team building.</p>
<p>Curriculum coverage in this area is progressive. We ensure this by...</p>	<p>How is Kapow Primary's RSE &amp; PSHE scheme of work organised?</p>  <pre> graph TD     A[RSE Statutory guidance (and non-statutory sex education)] --&gt; D[Kapow Primary scheme of work]     B[PSHE Association Programme of Study] --&gt; D     D --&gt; C[Kapow Primary key areas key stages 1 and 2]     C --&gt; E1[Family and relationships]     C --&gt; E2[Health and wellbeing]     C --&gt; E3[Safety and the changing body]     C --&gt; E4[Citizenship]     C --&gt; E5[Economic well being]     C --&gt; E6[Identity (Y6 only)]   </pre> <p>We follow objectives outlined in our PSHE progression grids, which build over time. Our curriculum addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year as the children encounter the core themes with broader and more challenging objectives each year.</p> <p>Our long terms plans cover all core themes. It takes into account progression and development of pupils' understanding of the overarching concepts and development of essential skills. Topic areas are arranged into half-terms which revisit themes, gradually extending thinking, expanding knowledge and developing skills.</p>
<p>If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by...</p>	<p>Our curriculum is a spiral curriculum which revisits themes, gradually extending thinking and expanding knowledge. Our curriculum is carefully designed so that children experience these themes in different contexts and with varied approaches, contexts and outcomes. These are outlined in our long term planning and the specific objectives for each year group on the knowledge organisers for each year group.</p>
<p>This subject links with the rest of our curriculum by...</p>	<p>Where possible, we make cross-curricular links between PSHE and other subjects and wider school life. This is particularly true and relevant in RE, English, PE, science and computing. Where objectives can be linked and delivered within these subjects, they are taught and referenced in specific subject area plans.</p>
<p>Different year groups, and different abilities within a class, are catered for by...</p>	<p>A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment.</p> <p>All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities</p>

	<p>are also included to help children play out scenarios that they may find themselves in.</p> <p>There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.</p> <p>The role of parents and carers is recognised, and we work with them and include them in their children's learning.</p> <p>Through success criteria, learning objectives are differentiated to meet the needs of all learners, and to meet the needs of children in a mixed-age class. As our curriculum is a spiral one and builds progressively, it is possible to use objectives from previous year groups to support children who are working below age-related expectations. In some units, where age-related content is specific to an age-group or content is judged by staff as being appropriate to specific groups, it is appropriate to teach year groups separately for specific topics.</p>
<b>Trips, visits and the local community support this subject by...</b>	<p>Although PSHE is taught through lessons following the Kapow scheme of learning, it underpins all assemblies and is threaded through the whole school curriculum. In addition, it influences extra-curricular activities, focus days, visitors and trips. PSHE education helps pupils to develop their cultural capital and, at Lower Heath, all children have a Lower Heath Pledge, a bespoke experience to help our children experience the awe and wonder of the world in which they live which they complete during each Key Stage.</p> <p>We provide children with a wide variety of trips, visits and events including opportunities to take part in and watch sporting events, opportunities to attend musical events such as Young Voices, business leader visits such as local banks, MPs, police, authors and artists, visits to local care homes and participations in local and national charity events, opportunities to explore the wonder of our natural world from our local Meres and Mosses to mountains in Wales on an outdoor pursuits week or a city experience to York.</p>
<b>The subject is assessed by...</b>	<p>Each lesson within Kapow Primary's scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson. Each unit of lessons comes with an Assessment quiz and Knowledge catcher.</p> <p>The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning.</p> <p>The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.</p> <p>Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.</p>
<b>The subject is monitored through...</b>	<p>Through our monitoring cycle, books are checked in conjunction with pupil discussions, which record the impact which PSHE teaching is having on our pupils.</p>
<b>Staff development in this subject includes...</b>	<p>Kapow provides a suite of Q&amp;A videos for teachers, featuring experts from various fields, covering the key areas: Families, Friendships, Healthy and safe relationships, Digital safety and The changing adolescent body.</p>

	<p>In addition, all staff received training on <i>statutory changes in the 2020 PSHE curriculum</i> and have access to the PSHE Association resources which are constantly updated in our ever changing technological world.</p> <p>Training for foundation subjects continues on a rolling programme of staff meeting sessions, with regular opportunities to liaise with teachers across the trust who deliver the same programme.</p>
<b>Impact</b>	
<b>In PSHE books, you will see...</b>	A PSHE lesson is taught each week and may frequently take the form of discussions, activities or drama. Their books will contain activities to support their learning alongside photographs of relevant activities, events and experiences.
<b>What is the impact of our PSHE curriculum?</b>	<p>Children are resilient learners and excellent communicators and are able to discuss personal matters with appropriate adults, as well as sharing in emotional literacy and discussion. Children demonstrate and apply the British values of democracy, tolerance and mutual respect, rule of law and liberty. Children demonstrate a healthy outlook towards themselves and others and demonstrate empathy and compassion to others.</p> <p>Children know how to keep themselves safe both in the real world and in the online world and know trusted adults they can turn to for advice and help.</p> <p>School worship forms that part of the curriculum designed to promote and support the spiritual and moral development of our children and to give them opportunities to be aware of the presence of God and to explore and develop their own beliefs.</p> <p>We aim to develop children who:</p> <ul style="list-style-type: none"> <li>➤ Have a ready willingness and ability to try new things, push themselves and persevere.</li> <li>➤ Have a good understanding of how to stay safe, healthy and develop good relationships.</li> <li>➤ Have an appreciation of what it means to be a positive member of a diverse, multicultural society.</li> <li>➤ Have a strong self-awareness, interlinked with compassion of others.</li> <li>➤ Have a community of positive relationships based on love, care and commitment reflecting the community of God.</li> </ul>