

PSHE Curriculum Statement

Intent

The Department for Education defines relationships education as: ‘Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults’.

At Highfields, we agree whole-heartedly with this definition and also believe that comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships online and in the real world. We aim to build self-esteem and encourage exploration of personal identity.

We will equip our pupils to build positive and respectful relationships on and off-line. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to: realise their health, wellbeing and dignity; build self-esteem and self-worth; explore and value their personal identity and the identities of others; explore a range of family structures, including LGBT+ families and other family structures; understand and make sense of the real-life issues they are experiencing in the world around them; manage and explore difficult feelings and emotions; consider how their choices affect their own wellbeing and that of others; develop as informed and responsible citizens; understand and ensure the protection of their rights throughout their lives.

We intend to do this by:

- Providing a framework in which sensitive discussions can take place.
- Preparing pupils for puberty, and giving them an understanding of sexual development and the importance of health and hygiene.
- Helping pupils develop feelings of self-respect, confidence and empathy.
- Creating a positive culture around issues of sexuality and relationships.
- Teaching pupils the correct vocabulary to describe themselves and their bodies.

At Highfields Primary School, we believe that Relationships and Sex Education (RSE) will help pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It will help equip children to stay healthy and safe, while preparing them to make the most of life and work.

Implementation

Our implementation is developed through the secure understanding and consistent delivery of the curriculum content. Teaching staff are directed towards annually updated quality assured resources that have been given the PSHE Association Quality Mark and are regularly encouraged to reflect upon their own practice. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Planning

1. Long term plans: We ensure delivery of the National Curriculum. Yearly overviews are created and learning is sequenced carefully. Relationships Education will be delivered in School as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach. The subject coordinator will work closely with colleagues in related curriculum areas (science, computing and PE) to ensure a holistic and joined up approach to what is taught in Relationships Education.

We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as exploring topics in school assemblies.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. The scheme of work will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example, when teaching about the external body parts). School staff will not express or be expected to express their personal views or beliefs when delivering the curriculum.

At Highfields we have built our PSHE programme by tailoring the PSHE Association's Thematic Model to suit the need of our pupils. We use resources from the PSHE Association and those that carry the Association's Quality Mark. We are adding new quality assured resources to our programme as they are being published. This programme of study sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. This programme builds in developmental progression by revisiting themes year on year, building on and extending prior learning. This approach allows different year groups to work on similar themes at the same time, building a spiral programme.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

2. Medium Term Plans: These plans demonstrate the learning each term and all resources have been given the PSHE Quality Mark. The 'Relationships' strand is delivered in the Autumn term and consists of the topics: Families and Friendships; Safe Relationships; Respecting ourselves and others. The 'Living in the Wider World' strand is delivered during the Spring term and consists of the topics: Belonging to a Community; Media Literacy and Digital Resilience; Money and Work. The 'Health and Wellbeing' strand is delivered in the Summer term and consists of the topics: Physical Health and Mental Wellbeing; Growing and Changing; Keeping Safe.

3. Short term: Delivery is mostly through discrete PSHE sessions with some aspects of RSE taught through links made in other areas such as Science. A range of teaching styles will be used, to encourage pupil participation, so that pupils can discuss and reflect on ideas and content, whilst developing their communication skills.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Impact

Class teachers assess progress and understanding in relationships (and sex) education through pupil discussions and responses in their written work. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The use of mind maps for each of the three strands is used to gauge ipsative assessment. Self assessment sheets are used by pupil for each of the nine topics taught to gauge their own progress and understanding.

As children progress up through the year groups, they will become more familiar and confident with the use of different vocabulary. They will also be able to treat each other with kindness and respect.

