

PSHE and RSHE Curriculum Intent, Implementation and Impact

PSHE

What does it mean to be a Citizen in the Modern World?

Personal, Social, Health and Economic Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. We will enable our pupils to care for the world as our common home, aspire to be the best that they can be for themselves and others, and prepare to open our children to the possibilities that are awaiting them.

Our Curriculum and High Quality Resources

EYFS

In Early years, Personal, Social and Emotional Development (PSED) crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. It involves helping children to develop a positive sense of themselves, and others; to develop good friendships, respect for others, co-operate and resolve conflicts peaceably. They will learn how to manage their feelings. They will they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

In addition to ‘in the moment’ conversations, our PSED education meets the expectations of that set out in the Development Matters. It is delivered through a programme of study, created by Ten Ten Resources, called Life to the Full Plus. Whole class conversations are recorded in our PSHE Big Books.

We also embrace themed days and events such as Black History Month, Anti-Bullying Week, Odd Sock Day, Mental Health Awareness Week, International Women’s Day and Internet Safety Day.

	<p>Skills learnt in PSED, enable them to better interact in other areas of the curriculum. For example,</p> <ol style="list-style-type: none"> 1) Managing their feelings and behaviours so that they can fully participate in the learning, 2) Enabling them to be in the right mindset to learn and interact successfully with others. 3) Understanding the value of rules and laws 4) Recognising similarities and differences between each of us enables them to be responsible citizens and fulfil their potential. 5) It allows us the freedom to reflect on issues which do not arise elsewhere as part of the formal curriculum, for example understanding themselves, their interests and needs, managing challenging relationships in and out of school, understanding their personal response to risk, and recognising the contribution they make to the wider community.
KS1	In KS1, we follow Ten Ten Resources: Life to the Full Plus which meets both RSHE and PSHE expectations. We also embrace themed days and events such as Black History Month, Anti-Bullying Week, Odd Sock Day, Mental Health Awareness Week, International Women’s Day and Internet Safety Day.
KS2	In KS2, we follow Ten Ten Resources: Life to the Full Plus which meets both RSHE and PSHE expectations. We also embrace themed days and events such as Black History Month, Anti-Bullying Week, Odd Sock Day, Mental Health Awareness Week, International Women’s Day and Internet Safety Day.

RSHE

At St Mary’s:

Life to the Full Plus are relationships programmes designed for Catholic Schools. It is designed to meet the statutory content of the RSE Curriculum:

1. *Relationships Education- Pupils will learn characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults including those online. They will learn that families may look different. They will also learn how friendships support our Mental Wellbeing.*

2. *Relationships and Sex Education- Pupils will learn about reproduction, puberty and begin to understand the changes to their body as they enter adolescence.*
3. *Health Education- Pupils will be taught that good physical health is linked to Mental Wellbeing and vice versa. They will also be given information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.*

And the content set out by the PSHE association Programme of Study:

1. *Heath and Wellbeing- Healthy lifestyles*
2. *Relationships- Families and close relationships*
3. *Living in the Wider World- shared responsibilities.*

Feedback and Assessment

During class discussions, teachers are undertaking formative assessment, through quality questions, activities that allow opportunities for all children to demonstrate their thoughts and understanding of concepts. They will receive precise and positive verbal feedback and through good questioning based on Bloom’s Taxonomy, we are able to deepen their understanding.

Assessment and Tracking Progress	
EYFS	<p>In line with Development Matters, assessment in EYFS is completed through observations of the children in their play, listening to their conversations, supporting them to resolve conflicts, helping them to understand their feelings and their associated behaviours. It is also through direct questioning in our directed teaching of PSED. These observations are recorded on Tapestry or in our PSHE Big Book. Following this we are able to consider their development alongside the developmental goals of the EYFS curriculum. Once a term, we record their progress on our EYFS Assessment Tracker.</p>

KS1 and KS2

Assessment in KS1 and KS2 is completed through observations of the children throughout the directed teaching of PSHE and through experiences of their transference of these skills in other lessons and activities. These observations can impact future lessons too. Ten Ten, has an opportunity for pre-assessment before we begin a topic and a post assessment on completion. These are used to support Teacher Assessment on a termly basis.

Provision for those children who need additional support

The key skills and ideas are important for everyone. We recognise that some children find applying the personal and social understanding of themselves more challenging and through pastoral and interventions such as Thrive, we help them to be able to achieve this. Other support in lessons includes: Pre-teaching of vocabulary; use of additional adults; scaffolds; over-learn vocabulary; 1:1 support; modelling key themes through role play, puppets, stories and videos.