



GREAT HORWOOD CHURCH OF ENGLAND SCHOOL

PSHE/RSE CURRICULUM STATEMENT

OUR VISION

In PSHE we are successful learners when:

- we are safe and show respect within our PSHE lessons to share ideas and opinions
- we understand the fundamental British Values and how these apply in the wider world and at Great Horwood.
- we can develop spiritually, morally, socially and culturally
- we develop self-confidence and self-responsibility
- we value ourselves and others
- we can acknowledge and appreciate difference and diversity
- we are independent, responsible and active members of the school and the local community
- we learn to make informed choices
- we are prepared to be positive and active members of a democratic society
- we understand what constitutes a safe and healthy lifestyle
- we develop the ability to form good relationships
- we understand and manage our emotions
- we have opportunities to consider issues which may affect our own lives and/or the lives of others
- we have the confidence to speak up when something does not feel right

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

We understand and value the importance of equipping children to live in the modern world. Living within the ever changing world, children must be resilient, respectful and understanding to be the most successful they can be. Interwoven into our PSHE curriculum is our school vision, where children are growing and changing (academically, physically and emotionally) during their time at GHS and flourishing as they continue their journey into the wider world. We pride ourselves on ensuring we promote positive mental health and wellbeing for both pupils and staff at Great Horwood, focusing on the benefits of a healthy mind for a fruitful future.

A high quality, well planned PSHE curriculum enables children to keep themselves happy, healthy and safe, building upon these concepts year upon year. Pupils will leave Great Horwood as well-rounded individuals, ready to take on new challenges and experiences, applying their PSHE knowledge throughout.

INTENT

At Great Horwood Church of England School we provide pupils with a broad and balanced education, where PSHE is a core element within this. When pupils leave our school, they will do so with a secure understanding of both their own bodies and emotions and the diverse and dynamic world in which we live. We endeavour to ensure our students have positive mental health, high aspirations and the confidence to strive for success.



We equip our pupils with the knowledge they need to make informed choices in later life around issues such as money, responsibility and relationships. We provide pupils with the tools to keep themselves and others safe, both in the physical and virtual world, applying this to their own lives to support understanding.

Great Horwood pupils have a good understanding of the fundamental British Values and how these are important for a successful life within modern Britain. Amalgamated with the fundamental British Values, our school core values of **love**, **perseverance** and **respect** are embedded into our PSHE curriculum, ensuring that all pupils have the opportunity to share their views and opinions in confidence.

IMPLEMENTATION

At Great Horwood Church of England School, PSHE lessons are based around the Kapow scheme of work. We have established our curriculum mapping to ensure that pupils have full understanding of the core themes of: health and wellbeing, relationships (and sex education) and living in the wider world. Our two yearly cycle ensures that pupils will have full coverage of the three core areas of PSHE, as skills, knowledge and understanding are embedded through revision in the second cycle. PSHE topics are linked closely to other curriculum areas where possible to give children a wider context for their learning. The lesson objectives have been devised in such a way that the learning skills for each year group are progressive and age appropriate. In addition to this, at Great Horwood, we have a strong emphasis on mental health, with the addition of mental health and wellbeing days and weeks throughout the academic year.

We teach Relationships and Sex Education (RSE) following the Christopher Winters project planning and resources throughout both planning cycles. RSE lessons at Great Horwood School are taught in mixed gender classes, although children are split into their chronological year groups. We promote our core values of love, perseverance and respect throughout these lessons and remind the children of our school vision of growing and flourishing. RSE lessons provide our pupils with essential skills for building and maintaining healthy, positive and respectful relationships whilst keeping themselves safe.

At Great Horwood, PSHE is delivered within a whole school approach, with teachers using a variety of strategies to engage and motivate learners.

These include

- Dedicated curriculum time of 1 hour per week
- Teaching PSHE through and in other subjects/curriculum areas
- Practical lessons in topics such as money and living in the wider world
- The use of drama, debate and performance to promote sharing of ideas and understanding
- Pre-teaching of technical vocabulary where necessary
- High expectations of written work, with skills taught in English lessons transferred into PSHE
- The use of floor books to record photo evidence and discussion based work
- Circle Time
- Specialised assemblies
- PSHE activities and school events, e.g. Children's mental health week
- Pastoral care and guidance
- Visiting speakers, e.g. NSPCC

Inclusivity and Equality



All pupils at our school will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender or ability.

Lesson plans detail how learning is scaffolded in many ways to ensure equality of access to all children, enabling them to be inclusive to whole class, quality first teaching. For children from disadvantage backgrounds, with special educational needs or who have English as an additional language, tasks may be broken down into smaller components, providing them with achievable goals. Lessons and tasks are translated for EAL pupils, where necessary, to ensure inclusivity across the curriculum. EAL pupils are also assisted by an in-school translator who works to support pupils in understanding written word problems and more complex mathematical concepts. Learning builds upon small steps and reinforced pupils understanding of content previously taught. As a result of this, all children will be enabled to achieve their full potential.

Great Horwood CE School is committed promoting inclusivity and equality of opportunity for all pupils. When planning and teaching PSHE and RSE, staff will make reasonable adjustments to promote equality of opportunity for all pupils based on individual needs. This could include;

- Aids to support recall, including knowledge organisers and visuals
- Aids to support writing, including coloured overlays/paper, writing slopes and pencil grips;
- Translation of lessons, activities and resources scaffolded based on pupil need and experience;
- A variety of scaffolded support materials, including visual aids such as photographs, Makaton symbols and adapted knowledge organisers;
- Modified tasks (e.g. working on the same objectives but with an alternative of using media, recording work in different ways or completing a slightly different task);
- Allocating adult small group support where appropriate;
- See also 'SEN Policy'.

Assessment, Recording and Reporting

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through observations, evaluations, or photographs/videos.

In Key Stage 1 and Key Stage 2, class teachers make use of ongoing observations to assess children's progress in PSHE. At the beginning of each new PSHE topic, class teachers share the topic for the half term with the children and then they carry out activities, such as mind-mapping, to identify what they already know. At the end of the half term, children return to this to reflect and discuss what they have learnt. This helps both teachers and pupils to see clear progress and allows teachers the opportunity to address any misconceptions.

'PSHE Floor or Class Books' and individual pupil learning journey books are used to record children's learning journey in a variety of forms, e.g. photographs as well as written work and quotes from discussion. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate, and staff will use their professional judgment in this. Class teachers complete a PSHE assessment at the end of each topic. These assessments are used to judge each child's attainment in PSHE which is reported to parents annually.

Monitoring and Evaluation

The Head teacher, Governors and PSHE Subject Leader are responsible for monitoring the standards of the children's progress and achievement, and quality of teaching. PSHE is included as part of the school's monitoring schedule. We will check that all appropriate topics are being taught and will spend some time speaking to the children to ensure they feel safe and confident within their PSHE lessons.



IMPACT

When children leave Great Horwood School they will:

- Be equipped to apply their skills and knowledge to a wide variety of situations to support them within the wider world
- Understand and celebrate diversity within their communities and the wider world
- Be able to recognise and demonstrate the fundamental British Values and use these to contribute to a positive and successful society
- Respect their own bodies and minds and have the knowledge to keep themselves healthy
- Believe in themselves and know they can achieve anything that they put their mind to
- Know how to build, establish and maintain positive, healthy relationships throughout their lives

