<u>PSHE Including RSE</u>

<u>Why we teach PSHE and RSE at Coton Green</u>

<u>Curriculum Statement PSHE</u>

Statement of intent

At Coton Green Primary School, Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of a society.

It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them 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.

<u>Curriculum Statement RSE</u>

Statement of intent

Coton Green Primary School understands that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

<u>How we teach PSHE and RSE at Coton Green.   Implementation</u>

At Coton Green Primary School, our PSHE curriculum is strongly linked to our 'Relationships, Sex and Health Education (RSE) policy and our 'Promoting British Values' policy.

Our curriculum takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year. The two year cycle covers three topics per half term to address the mixed-aged classes. This approach allows different year groups to work on similar themes at the same time, building a spiral programme throughout the phases, whilst offering flexibility in terms of medium term planning.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
Year 1 Cycle A	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2 Cycle B	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3 Cycle A	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4 Cycle B	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5 Cycle A	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6 Cycle B	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

How well are the pupils learning? Impact

Assessment: Formative assessment is used in every lesson to inform next steps in learning and ensuring gaps are closed and foundations are secure to ensure new learning can successfully take place. Teachers use spaced retrieval to assess knowledge and understanding.

Monitoring: Monitoring is undertaken by the subject lead, as well as members of the senior leadership team.   It can be made up of one or a combination of: pupil conversations, professional discussions with staff, and learning walks (all of which would involve looking through evidence of learning in books). Leaders monitor the quality of teaching, providing feedback to ensure that teachers are providing high quality lessons. Feedback is then given promptly with the intent of developing practice, followed by a discussion if clarification is needed or to plan CPD that would be beneficial.

How are teachers supported to deliver this curriculum?

The long and medium term plans have been developed as a result of investing in a high quality resource provided by the PSHE Association. This has been blended with school-specific curriculum design by the curriculum lead.   This means that there are resources available for staff to draw upon developed by the PSHE Association or quality assured by them against best practice criteria. Where needed, planning support is given by the subject lead.

Where can I find out more?

https://pshe-association.org.uk/

https://atlp.org.uk/files/2021/12/ATLP-Primary-Relationships-and-Health-Education-Policy-2021-FINAL.pdf

https://cotongreen.staffs.sch.uk/school/promoting-british-values/

https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education