*Mary Dean’s CE Primary School’s Knowledge Rich Curriculum*

A School Family Learning for Life in all its Fullness

*PHSE and RSE*

*Intent, Implementation and Impact*

***Intent***

*As a school, we very much believe that Personal, Social, Health and Economic (PSHE) education is an essential school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. Through high quality teaching, which utilises approved resources, we aim to educate our children how to stay healthy and safe, to help them to make the most of life and work (now and in the future).*

*We believe that all pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where children are free to be themselves and fulfil their potential without fear.*

*RSE (Relationships and Sex Education) is an integral part of PHSE. Our school seeks to ensure that the RSE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values. We recognise that the distinction can be easily blurred. We plan to adopt/use recommended planning frameworks and materials (see below), which will help us to make informed judgements when teaching Relationships and sex education (RSE). We will aim to teach RSE within a moral (but not moralistic) framework. Parents are kept fully informed on the content we deliver.*

***Implementation***

*Following the DFes announcement that RSE was to become statutory in Autumn 2020, we reviewed our existing practice in PSHE. We decided to completely revise our way of working and have used the PSHE Association’s Toolkit to help us to formulate our Programmes of Study and Schemes of Works (which are available to view on our website). We have adopted a spiral curriculum in order to ensure continuity and progression. Using the toolkit, each phase has planned blocks of work which reflect the children’s current needs. These units of work are delivered at the same time each week by all classes within each phase. We ask for pupil input each term on what they wish to revisit or learn further about, and this helps to shape our planning.*

*We also have several theme days and weeks to enhance our curriculum, such as children’s mental health week, and visitors from key organisations such as the NSPCC. Our assembly rota is planned to incorporate many aspects of our PSHE curriculum and key values, such as British Values.*

*The Subject Leader has created a bank of approved resources for staff to access and this is updated regularly.*

*All staff have relevant, up to date safeguarding training and know how to register concerns relating to pupil welfare.*

***Impact***

*When taught well, PSHE education helps pupils to achieve their academic potential. Every child in our school has access to at least one session of PSHE per week. Our teachers are also very skilled at making relevant links to PSHE when teaching other areas of the curriculum. Therefore. you will see PSHE being taught across the school throughout the school day and embedded into class routines and displays. Teachers are also very aware that transitions through the school day, such as registration and break times, can impact on pupils’ emotional states; they assess this as soon as practicably possible with the aim of resolving any potential barriers to learning before any academic work begins.*

*We are very lucky to have highly skilled SEN staff who are able to use their skills (ELSA) to help children who need additional support in terms of their emotional well-being. These staff are on hand every morning to greet children as they come into school and to check in after playtimes. They also run support groups (Friendship, Lego Therapy…) for children identified by class teachers. Further support for pupils is offered by teaching staff during lunchtimes; pupils can benefit from quiet classroom based activities or structured outside play sessions.*

*PSHE is also evident in how we promote pupil leadership. We have a successful and active School Council which represents children from Years 1-6 and is involved in many projects across the school. Year 6 pupils are elected to represent our four Houses-Sapphire, Moonstone, Emerald and Ruby-and have a key role in leading and encouraging children across Key Stage 2. We also have Sports leaders, who plan and lead activities with children from Foundation to Year 6, and Eco-councillors, who help to make our school more sustainable and environmentally aware. All of our pupil leader roles are elected by their peers and serve as excellent role models.*