



John Wheeldon Primary Academy PSHE (including Relationships and Health Education) Curriculum Intent Statement 2022/23

Introduction

This policy document is a statement of aims, principles and strategies for the teaching and learning of PSHE at John Wheeldon Primary Academy. This policy will be reviewed every 2 years to ensure relevance, effectiveness and practicality.

At John Wheeldon Primary Academy, we recognise that the teaching of high quality 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. The academy follows the PSHE Association programme of study questions-based approach (a link to this can be found on the academy website) from the start of Key Stage 1 through to the end of Key of Stage 2. This document has been adapted to suit the needs of the school and to link to our PROUD Values (Perseverance, Respect, Outstanding, Unique and Dynamic) and school rules (Ready, Reflective and PROUD. PSHE also flows through all other curriculum areas.

At John Wheeldon, children's wellbeing, happiness and safety are our first priorities, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

This policy also supports legal requirements relating to:

The Equality Act 2010

The Education Act 1996

Keeping Children Safe in Education

Aims:

The PSHE curriculum is split into three specific areas: Health and Wellbeing; Relationships and Living in the Wider World. The aims for each area are set out below.

1. Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

2. Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise (including name) and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships, including LGBTQ+.

3. Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Support

- An effective and purposeful PSHE curriculum requires the support from the whole school community, therefore the following roles and responsibilities have been fulfilled.
- Mr. Sutton, Principal, oversees the development and delivery of PSHE within the academy including supporting the subject leader.
- Mr. Turner-Elks is responsible for leading and developing PSHE across the school/
- Teaching staff are required to teach PSHE using the agreed academy curriculum.
- Training and support for all staff is facilitated through the subject leader and the Principal.
- All staff including support staff are responsible for knowing and implementing the policy relating to PSHE/RHE.
- Parents liaison and support is directly through the class teachers and the subject leader.
- The development and delivery of PSHE is shared with the Local Academy Council through the Principal and subject leader.

Local Context

Stafford is an area where deaths from suicide are significantly higher than the national average. Hospital stays as a result of alcohol related abuse are also higher than the national average as are the number of smokers. Strand H46 in the KS2 programme of study deals with the dangers of alcohol and smoking. Strands H20, R15, R28 and R31 deal with conflicting emotions, managing feelings, peer pressure, self-respect and asking for advice and support.

Teaching and Learning:

At John Wheeldon we follow the PSHE Association programme of study and staff use a range of teaching styles to meet the requirements of the curriculum and the needs of the children. We follow the questions based approach and each class has a display with this term/half-term's question on it. PSHE is taught weekly as a stand-alone subject by both teaching staff and teaching assistants. Learning takes place in a variety of ways including through discussions, investigations and problem-solving activities. Written work is not expected however children have books and any work produced can be found in these. Assemblies also link to areas of the PSHE Curriculum. Circle time activities will be used to encourage: the participation of individuals as part of a large group; respect for everyone's views; the development of speaking and listening skills and sharing ideas with a whole group. Staff deal with all questions expected and unexpected sensitively.

Within lessons:

- Clear ground rules are established and referred to at the start of each session.
- A 'Can I' is shared with pupils which clearly links to the school's programme of study
- A pre assessment takes place at the start of the lesson and is revisited at the end of the session – annotated in purple pen.

The whole school behaviour policy also aims to ensure that all members of the school community treat each other with respect. The School Council gives an opportunity for children to contribute and discuss their ideas and viewpoints on issues that concern the whole school. Special activities for example residential trips (where pupils have the opportunity to work together in a different context) and visiting speakers are also used to enhance the PSHE curriculum such as the School Nurse, NSPCC or PCSO's. These visits are however in addition to not instead of planned PSHE sessions. Other curriculum areas also contribute to the teaching of PSHE most significantly Science, Physical Education, ICT and R.E.

Disclosures/Safeguarding

At John Wheeldon we recognise that PSHE includes sensitive topics and as a result, disclosures may be made during these sessions, in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after a session ends. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy must be followed.

PSHE and Inclusion

PSHE can make a significant contribution to Inclusion, particularly in its focus on promoting respect for all. In line with the Equalities Act 2010, all pupils at John Wheeldon Primary Academy will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender or ability. Where appropriate activities will be differentiated to facilitate this.

Assessment for Learning:

Staff at John Wheeldon assess the children's work in PSHE and RHE by making informal judgements, as they observe the children during lessons and through formal assessments of the work done against the specific learning objectives set out in the curriculum. Where

possible self-assessment and peer assessment are also used. Formal tests for PSHE are not set.

Monitoring

PSHE will be monitored by the subject leader as part of the wider PSHE curriculum and overseen by the Headteacher in line with other subjects in the Academy. Monitoring will be proportionate to the need and feedback will be given to the necessary stakeholders in a timely and appropriate manner.

This could include:

- Planning trawls,
- Lesson observations
- Learning Walks
- Staff, pupil and/or parent voice

The Foundation Stage

In the Foundation Stage PSHE is covered through the PSED strands of the Early Years Framework which is split into three areas, Making Relationships, Self Confidence and Self Awareness and Managing Feelings and Behaviour. These areas are interwoven throughout all areas of the Early Years curriculum and are a focus throughout the year.

This Intent Statement also links to:

- Safeguarding Policy
- PE Intent Statement
- Healthy Eating Policy
- E-Safety Policy
- Relationships and Health Education (RHE)

September 2022 to be reviewed September 2023.

RHE Policy*

*For the full policy, please see SUAT RSE Policy

Aims

- The intention of the RHE curriculum at John Wheeldon is to ensure that:
There is a broad and carefully considered PSHE curriculum to prepare children for future challenges they are likely to face.
- The RHE curriculum reflects the statutory changes that were due to become compulsory from September 2020.
- PSHE and RHE teaching directly improves physical health, emotional well-being and safeguarding.
- Children are equipped with the knowledge and skills to deal with difficult situations and make positive choices.
- Children develop positive and inclusive attitudes towards everyone including those with protected characteristics under the Equality Act 2010.

Support

- An effective and purposeful RHE curriculum requires the support from the whole school community, therefore the following roles and responsibilities have been fulfilled.
- Mr. Sutton, Principal, oversees the development and delivery of RSHE within the academy including supporting the subject leader.
- Mr. Turner-Elks is responsible for leading and developing RSHE across the school/
- Teaching staff are required to teach RHE using the agreed academy curriculum.
- Training and support for all staff is facilitated through the subject leader and the Principal.
- All staff including support staff are responsible for knowing and implementing the policy relating to PSHE/RHE
- Parents liaison and support is directly through the class teachers and the subject leader
- The development and delivery of RHE is shared with the Local Academy Council through the Principle and subject leader.

Curriculum Content.

At John Wheeldon Primary Academy we believe that best practise is when RHE is taught as part of the PSHE Education and is taught within a wider context.

The academy follows the PSHE association programme of study questions-based approach (a link to this can be found on the academy website) from the start of Key Stage 1 through to the end of Key of Stage 2. This document has been adapted to suit the needs of the school and to link to our PROUD Values (Perseverance, Respect, Outstanding, Unique and Dynamic) and school rules (Ready, Reflective and PROUD. PSHE also flows through all other curriculum areas and links to our mission statement PROUD.

Teaching and Learning:

At John Wheeldon we follow the PSHE Association programme of study and staff use a range of teaching styles to meet the requirements of the curriculum and the needs of the children. We follow the questions-based approach and each class has a display with this term/half-term's question on it. PSHE is taught weekly as a stand-alone subject by both teaching staff and teaching assistants. Learning takes place in a variety of ways including through discussions, investigations and problem-solving activities. Written work is not expected however children have books and any work produced can be found in these. Assemblies also link to areas of the PSHE Curriculum. Circle time activities will be used to encourage: the participation of individuals as part of a large group; respect for everyone's views; the development of speaking and listening skills and sharing ideas with a whole group. Within lessons clear ground rules are established and referred to at the start of each session. Staff will deal with all questions expected and unexpected sensitively.

The whole school behaviour policy also aims to ensure that all members of the school community treat each other with respect. The School Council gives an opportunity for children to contribute and discuss their ideas and viewpoints on issues that concern the whole school. Special activities for example residential trips (where pupils have the opportunity to work together in a different context) and visiting speakers are also used to enhance the PSHE curriculum such as the School Nurse, NSPCC or PCSO's. These visits are however in addition to not instead of planned PSHE sessions. Other curriculum areas also contribute to the teaching of PSHE most significantly Science, Physical Education, ICT and R.E.

Relationships Education and the Right to Withdraw

Under the new Relationships and Health Framework Relationships Education is statutory and parents do not have a right to withdraw their child from the sessions. Parents do have a right to withdraw their child from any sex education sessions which fall outside of the statutory science curriculum.

Sex Education

The parts of the curriculum relating to sex education are outline below.

- Understanding and knowing the correct names for the body parts including the reproductive system
- Understanding and knowing the changes the body will go through as they enter puberty

These are statutory parts of the Relationships and Health Education Curriculum and as such parents have no right to withdraw their child from these sessions.

Within RHE at John Wheeldon Primary Academy we will also aim to

- Prepare children as they develop and become adults
- Provide accurate, age-appropriate information to all children

Assessment for Learning:

Staff at John Wheeldon assess the children's work in RHE by making informal judgements, as they observe the children during lessons and through formal assessments of the work done against the specific learning objectives set out in the curriculum. Where possible self-assessment and peer assessment are also used. Formal tests for RHE are not set.

Monitoring

RHE will be monitored by the subject leader as part of the wider PSHE curriculum and overseen by the Headteacher in line with other subjects in the Academy. Monitoring will be proportionate to the need and feedback will be given to the necessary stakeholders in a timely and appropriate manner.

This could include:

- Planning trawls,
- Lesson observations
- Learning Walks
- Work scrutiny
- Staff, pupil and/or parent voice