



# St Michael's CE Primary School, Sandhurst

## Subject Vision Document: PSHE and RSE

### Vision (Intent)

As a school community, we aspire to develop life-long learners who have the confidence to explore the world around them and grow as unique individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each enables the flourishing of all. At St. Michael's, Personal, Social, Health and Economic Education (PSHE) is a crucial part of our child's education. It gives children access to critical information about themselves and the many facets of the diverse world around them. We provide a specifically tailored curriculum that is both broad and balanced and meets the unique context of our school. At St. Michael's we aspire to help every child develop as a whole person and we believe that effective Relationship and Sex Education (RSE) can make a significant contribution to their ability to establish and maintain stable and loving relationships. It also enables young people to respect others, make responsible and informed decisions about their health and wellbeing and promotes the British values of tolerance. RSE is taught alongside PSHE which is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.

At St. Michael's, we aim to promote children's knowledge, self-esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities.

We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community and promote the development of positive attitudes. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others.

We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. The information provided will be relevant and appropriate to the age and maturity of pupils. We also aim to provide children with the information and tools they need to maintain good mental health and wellbeing as well as strategies to undertake and how they can ask for help when things are not going well.

### Curriculum (Implementation)

St. Michael's use the Kapow Primary scheme to plan and deliver its PSHE and RSE curriculum. The Kapow Primary scheme is a whole school approach that consists of five areas of learning across Key stages 1 and 2.

The five areas of learning are:

- Families and relationships
- Health and wellbeing

*'This little light of mine, I'm going to let it shine!'*

**Community**



**Compassion**



**Creativity**



**Courage**





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- Safety and the changing body
- Citizenship
- Economic wellbeing

In our reception class, the three areas of Self-regulation, building relationships and Managing self are taught through a bespoke plan that weaves into other areas of the foundation stage curriculum. Kapow and other resources are used to provide resources and ideas for planning when appropriate.

### Curriculum Structure

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.

The lessons are based upon the statutory requirements for Relationships and Health education. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

### Lesson Delivery (Pedagogy)

PSHE education will be taught on a weekly discrete basis, with some content also being taught through other subject areas, and within other contexts, such as assemblies, 'circle time' or 'class meetings'. A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in. There are meaningful opportunities for cross-curricular learning, with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help. PSHE education will be provided to all children within our school. Children with SEND will be supported to access health, relationships and sex education through high-quality, teacher-led quality first teaching, following the guidance of the SEND code of practice. Teaching will be differentiated and personalised to suit their individual context.

### Assessment

Assessment is essential to the effective teaching of PSHE. The learning we wish to assess will relate to the pupils' attributes and skills, as well as their knowledge and understanding related to the topic. Pupils' existing knowledge and understanding is often the easiest learning to assess but whilst gauging pupils' existing skills, strategies, attitudes, beliefs and attributes can never be an exact science, there

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are activities that provide an insight into their starting point. Assessment may be carried out baseline and endline assessments at the start and end of lessons, and also at the start and end of units. Pupils' thoughts and feedback are valued, and they are encouraged to use their voices to inform the plan-teach-assess cycle. All children have a right to be heard.

### Outcomes (Impact – how do we measure and evaluate)

Although PSHE outcomes can be considered very subjective, they can be compared within year-groups, and also across different year groups and phases. Long-term monitoring is also being carried out: sample groups of pupils in each year group will be chosen and their thoughts and ideas recorded. This gives the subject leadership team an insight into pupils' journeys through school, observing progression and development of skills and understanding. Leaders will also hold regular conversations with staff, providing an open forum for sharing ideas, questions or concerns. These conversations are used to inform the subject leaders if statutory curriculum content has been covered, how pupils feel about their own learning, and what areas need to be developed or prioritised in future.

### Curriculum Enhancement

There are meaningful opportunities for cross-curricular learning, with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. At St. Michael's we also have a rolling PSHE, RSE and Mental Health and Wellbeing assembly programme, that further consolidates some of the key objectives that the children have learnt in their lessons. During the year we also hold special events and days, such as NSPCC Kindness week, Hello Yellow Mental Health Day.

### Partnerships

St. Michael's School works closely with parents and carers, and we believe strongly in the central role of strong, positive home-school communication. PSHE education should not be left to chance and is a responsibility shared with parents / carers and families. Parents will be informed and supported by staff through written communication from teaching staff, outlining the structure and content of the curriculum. This communication will be standardised across the school. Parents have the right to withdraw their child from sex education, but **not** from health or relationships education. In the situation where children are withdrawn from sex education, the school will find alternative internal provision for that child. Parents wishing to withdraw their child from all or part of sex education should contact the headteacher at the first instance.

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