

# A Guide to PSHCE at Raynville

Personal, Social, Health, Citizenship and Economic Education  
(including Relationships, Sex and Health Education)



This document outlines the expectations of how we teach and monitor the PSHCE curriculum at Raynville: progression across year groups and consistency across the school.

# **PSHCE at Raynville Academy**

## **Intent**

At Raynville, our PSHCE curriculum has been designed to help our children become happy, well-adjusted, resilient, caring and responsible people, who will be able to make good choices about keeping their bodies and minds healthy and will know how to form healthy, positive and safe relationships, both in the real world and online. Through these lessons, we are preparing our pupils to be able to flourish and thrive with the opportunities, responsibilities and experiences of life in modern day Britain. The children will also learn about healthy life choices, how to challenge prejudice, and how to form positive personal and social attitudes.

Our spiral curriculum ensures that our children revisit key themes and questions as they progress through school and allows issues to be addressed in an age-appropriate way. It is adaptive and inclusive, meeting the needs of all our pupils, including those with special educational needs and disabilities (SEND). Our curriculum also includes Relationships, Sex and Health Education (RSHE) which became statutory from September 2020. We ensure that our curriculum fosters gender equality and LGBTQ+ equality through our inclusive lessons. External visitors, such as nurses, dentists, police officers and fire safety officers are used within our PSHCE programme to enrich learning and provide expert input for our curriculum. All our lessons take place within a nurturing, safe and inclusive environment.

This subject is set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, our relationships and sex curriculum complements the school's wider policies on behaviour, inclusion, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content). The subject sits within the context of our school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and our pastoral care system. The curriculum on health education similarly complements the school's wider education on healthy lifestyles through physical education, science, sport, extra-curricular activity and school food.

## **Implementation**

In our nursery and reception classes we follow the EYFS framework and begin the foundations of PSHCE in the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding of the World.

In Key Stage 1 and Key Stage 2 we teach the statutory elements of Relationships and Health education as well as the non-statutory guidance for PSHE and Citizenship through the PSHE Association's 'Primary Programme Builder: Question-based model'. This Programme of Study sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. Each half term is structured around an overarching question. These begin in key stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. Teaching builds according to the age and needs of the pupils throughout the primary phase with developmentally appropriate learning objectives given to respond to each key question. For the long term plan, see Appendix 1.

Although classes are expected to follow the programme of study within their timetabled lesson, we allow teachers to be flexible in response to pupil need. We also mark special focus events such as Anti-bullying Week, Online Safety Week, World Mental Health Day and White Ribbon Day.



*Odd Socks Day (Anti-bullying Week) and White Ribbon Day.*

## **Impact**

By the end of Year 6 our children will:

- demonstrate kindness and respect towards themselves and others (including online)
- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life (including online)
- have the courage and ability to try new things, challenge themselves and persevere
- take responsibility for their actions (including online)
- know how to form healthy, positive and safe relationships, both in the real world and online.
- be on their way to becoming a healthy, open minded, respectful, socially and morally responsible member of a diverse, multicultural society (through forming positive personal and social attitudes)
- know how to challenge prejudice
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- make good choices about keeping their bodies and minds healthy.

## **Working with parents/carers**

We work closely with parents and carers when delivering these subjects. Parents are informed what will be taught on our website and through letters about more sensitive topics, including the right to withdraw their child from sex education lessons. Parents are invited into school once a year to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. It is also an opportunity to share the resources that we use to deliver the content. When it is not possible to hold a face-to-face meeting, then a video will be uploaded to Seesaw to share this information with parents.

## **Statutory end of primary school expectations**

See Appendix 2

## **Progression of PSHCE skills throughout the school**

EYFS: see Appendix 3

KS1 and KS2: see Appendix 4

## **What is expected to be seen when teaching PSHCE?**

- This subject must be taught by the class teacher.
- It will be taught for a minimum of 30 minutes per week or 1 hour per fortnight.
- High quality lessons will inspire enthusiasm and interest in the subject.
- Lessons will take place in a safe learning environment. Most lessons will take the form of class/group discussions. Teachers and pupils must agree ground rules for these discussions.
- Teachers should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.
- Pupils will be able to raise questions anonymously by the use of worry boxes around school and are aware of adults that they can approach for any sensitive issues that they may need support with (posters displayed in the classroom and around school).

## **Resources**

- Our long-term plan is based on the PSHE Association's 'Primary Programme Builder: Question-based model'. Teachers are to use the recommended resources suggested on the long-term plan.
- We have purchased the 'Yasmine and Tom' resources (recommended by the PSHE Association) which can be used to support relationships and health education across both key stages.
- Year 6 use a Channel 4 programme 'Living and Growing' to support the teaching of sex education. Year 4 may also use this programme to support the teaching of puberty.
- Worry boxes are to be present in every classroom.
- KS2 children will take part in the My Health My School survey annually to give a snapshot of how our children are feeling.
- Withdrawal letter to be sent to Year 6 parents who do not wish their child to take part in sex education lessons.

## **Monitoring**

- The co-ordinator will carry out informal learning walks, look at examples of work and conduct pupil interviews on a termly basis (as part of school monitoring cycle).
- The co-ordinator and Principal will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.
- Evaluation of the programme's effectiveness will be conducted on the basis of: pupil and teacher evaluation of the content and learning processes; staff meetings to review and share experience.

- Pupil interviews and the My Health My School survey will be conducted and analysed to inform future teaching/experiences.

### **Differentiation**

- All children must have access to our PSHCE curriculum. Teachers should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. It is also a particularly important subject for those pupils with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in planning and teaching these subjects and teachers must ensure that those children are able to access the content of the lessons.
- Teachers must be aware of children in their class who may be vulnerable (due to past or present abuse or changes in family situations), so that they can adapt the programme or offer additional support (as appropriate).

### **Marking and Feedback**

- Feedback is mostly verbal, and in the moment, rather than after the activity has happened. Children explore the key learning through the activity/discussion, know the Learning Objective for the session, which is reinforced through dialogue, praise and reflection. Each child can then understand what they need to do to improve.
- Any written work that is undertaken should be marked as per the school marking policy for foundation subjects.