

**Bawdsey CEVC Primary School**

**Subject on a Page: PSHE/RSE**

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| **Subject Intent:**  Our goal for PSHE/RSE education is that children know how to be safe, healthy and emotionally regulated, so they can manage their future lives in a positive way. Our curriculum aims to develop the **resilience** and knowledge of how to look after their physical and mental well-being whilst **caring** for others and the world. The ability to build healthy relationships based on **respect**, equality and non-discrimination and build their sense of **social responsibility** along with the personal, social and academic attributes needed to make a meaningful contribution to society. The curriculum explores the concept of self and key elements of this, such a mindset and outlook, encouraging resilience and self-reflection with the aim of empowering children to take care of both their physical and mental well-being. The curriculum aims to help children understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Children learn about rights and responsibilities and learn to understand and appreciate what it means to be a member of a diverse society. Children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. | |
| **Planning:**   * Long term plans are used to outline the PSHE/RSE topics and make links to other areas of the curriculum where possible (e.g. link healthy eating modules in PSHE to cooking and nutrition module in DT/ link ‘understanding of the working world to relevant, age-appropriate topics in Geography). YRS 1/2/3/4/5/6 * Medium term plans can be found on the 1decsion website with learning objectives/outcomes for each lesson within the modules. YRS 1/2/3/4/5/6 * Individual lesson plans can also be found on the 1decision website. YRS 1/2/3/4/5/6 * The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. EYFS follow a scheme provided by Twinkl that outlines the most relevant early years outcomes from 30-50 months to ELG, which matches the programme of study for PSHE. * The most relevant early years outcomes for PSHE are taken from the following areas of learning: Personal, Social and Emotional Development, Physical Development and Understanding the World. Relevant links to these areas are linked to other areas of the curriculum. This can be seen on long term plans. | **Teaching:**   * One session per week, delivered by Class Teacher or HLTA * Learning and teaching will use a variety of methods including stories, videos, discussions, role play, activity sheets, short written tasks and artwork. * 1decision resources should be used. For areas not covered in the 1decision programme e.g. Sex and Relationship education other published resources can be used, such as SEAL or PHSE association resources. * Differentiation may be through different tasks, outcomes or adult support/extension. * Teachers will give opportunities for children to discuss, reason and challenge ideas. * Teachers will consider any topics that may be upsetting, and will be sensitive, speaking to certain children who may be affected, before the session and allowing them time out or time to talk if needed. * SRE will be taught at an age appropriate level throughout the school, starting with the PANTS rule in EYFS and KS1. * Teachers will inform parents before SRE sessions take place and be approachable where parents have concerns or queries. * Teachers will gain parental permission to teach certain topics and be respectful of religious beliefs and practices. |
| **Learning & Recording:**   * Children will have weekly PSHE lessons from EYFS to Year 6. * Children are provided with a 1decision workbook containing relevant worksheets and progression charts. * Children may complete tasks on sheets that will be stuck into books, or as drama/role play, discussion or debate. * Children may complete pre/post understanding activity provide teachers with an understanding of start/ end of topic knowledge. * Children will be able to reason, discuss and challenge ideas orally, and where applicable, in writing. Children will listen to each other and show respect for others’ questions and ideas. * There will be plenty of opportunities for PSHE throughout the curriculum, notably during English reading sessions, Geography, History, Science, DT and RE. | **Assessment:**   * Assessment excel grid to be updated termly. * Assessments will be completed after module using the 1decsion resources. * Module completion certificates will be given out from the 1decision website * Pupil-self assessments will be completed at the end of each module from the 1decision website. * Teachers will assess children’s knowledge and understanding during sessions and use this to plan future sessions and monitor progress. * EYFS assess PSHE in relation to the childrens Early Learning Goals. |
| **Key Priorities 2021-2022:**   1. To ensure all teachers are confident in teaching and assessing PSHE. 2. To ensure that children are assessed using the teacher and pupil 1decision resources at the end of each module. | |

Name of Subject Leader for Learning: Emily Mee