



Heathfield Schools' Curriculum Overview

PSHE and RSE

At Heathfield Schools' Partnership we are committed to the development of the whole child and as a consequence we place Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) at the heart of all that we do. We recognise that schools support pupils to develop in many diverse aspects of life, and have the responsibility of preparing pupils for their adult lives.

Subject	Intent	Implementation	Impact
PSHE and RSE	<p>The PSHE / RSE curriculum will ensure that pupils:</p> <ul style="list-style-type: none">• Understand our whole school ethos and values.• Are provided with a supportive framework in which discussions can take place on a range of subjects.• Develop feelings of self-respect, confidence, empathy and emotional wellbeing.• Are prepared for puberty, having an understanding of the importance of physical health, mental health and hygiene.• Know the correct vocabulary to describe themselves and their bodies.• Recognise and value all families and relationships.• Learn how to keep themselves safe and have a positive culture around issues that may affect them, i.e. accepting differences amongst us.	<p>The schools' PSHE / RSE progression document outlines the knowledge and skills that will be covered in each year group.</p> <p>EYFS</p> <p>In the Early Years Foundation Stage planning in the moment allows children to learn about elements of PSHE / RSE through practical exploration, questioning and interactions with their peers and adults. They work every day on building their self-confidence, self-esteem and self-awareness, and on learning to manage their own feelings and behaviour. Children are taught to develop respect for the people and world around them and to understand the importance of making healthy choices. Specific units of work (such as People Who Help Us) are delivered to support the PSHE (PSED) curriculum.</p> <p>Key Stage 1</p> <p>PSHE is covered in 6 topics with one being taught each half term. RSE is taught within these topics at the appropriate stage. The topics covered are Family & Relationships, Health & Wellbeing, Citizenship, Economic Wellbeing, Safety & The changing Body and Transition. Topics are covered in this order to ensure consistency across the school. Lessons are taught once a week. Lessons are taught by the class teacher for a duration of 30 minutes to an hour. Planning is taken from Kapow and other resources such as zones of regulation. Year groups create smartboards to support the learning and to ensure teachers are familiar with the lesson content. Children are taught key vocabulary and these are highlighted in purple on smartboards and on planning. PSHE may also be covered across the curriculum where it arises (e.g. online safety), through circle times, story times and through whole school assemblies. Throughout the year the children contribute to a class PSHE book which records the learning covered.</p>	<p>Assessment:</p> <p>Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.</p> <p>In Key Stages 1 and 2 assessment during lessons enables teachers to adapt planning as required. Key questions on the planning support teachers' assessment techniques.</p> <p>Each class has a class log book where class teachers add examples of children's work or evidence of whole class activities (photos, whole class write up, post-it-notes and speech bubbles to record the children's verbal responses).</p> <p>Key Stage 2 reflect on what they have already learnt at the start of each lesson using the WHALA system (We have already learnt about) and the AfL plenary at the end of the lesson provides an opportunity to assess the key learning that has been taught.</p>

	<p>Key Stage 2</p> <p>PSHE is covered in 6 topics with one being taught each half term. RSE is taught within these topics at the appropriate stage. A knowledge organiser has been created for each topic with a summary of what is being taught as well as key vocabulary. The knowledge organisers are shared with adults and guardians on the school website and available to children in their PSHE logbooks. Lessons are taught once a week for an hour in duration. Planning is taken directly from Kapow and adapted where appropriate. Year groups create smartboards to support the learning and to ensure teachers are familiar with the lesson content. WHALAs are used in every lesson to make links to previous lessons in the unit or the last time a particular skill was taught. At the end of each lesson, an AfL plenary is used to assess the key knowledge and skills that should have been acquired. Key subject specific vocabulary is identified on the knowledge organiser and is taught within every lesson. Children are taught explicitly the meaning of a 'STAR word' (key subject specific vocabulary) at the beginning of each lesson using the Word Aware Approach. This is planned carefully into each block of learning. At the beginning of the year PSHE Class Rules are established collaboratively with the class, which can then be revisited where needed.</p> <p>PSHE is also be covered across the curriculum through whole school assemblies (THE GREAT DREAM) and when there is a need or appropriate link. Targeted PSHE sessions are also delivered when a specific need arises. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in RE and Computing. Pupils in KS2 will also receive stand-alone health education sessions delivered by a trained health professional.</p> <p>Throughout the year the children contribute to a class PSHE logbook, which has some examples of the children's PSHE work from each lesson. This is available in the class' book corner and is referred to the children whenever they wish. This gives children time to reflect upon their learning throughout the year or when something particularly pertinent arises.</p>	<p>Monitoring:</p> <p>Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none"> • "Pop ins"/learning walks • Log book (KS1) or book (KS2) scrutinies • Planning scrutinies • Pupil interviews • Staff interviews.
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Pupil leadership lies at the heart of our school and curriculum and the opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community. Pupil Leadership Representatives are chosen on an annual basis and meet regularly.

They play an active role in the delivery of assemblies and represent the school in many areas of school life. In the ever changing world, we aim for pupils at Heathfield to flourish, thrive and develop their skills to enable them to make an effective contribution to society.