



## **PSHE/RSE Statement of Intent, Implementation and Impact Curriculum**

### **Curriculum Intent for PSHE/RSE: what we are trying to achieve with our PSHE/RSE curriculum:**

Our PHSE curriculum is designed to support the holistic progression of our children. We are giving our children the opportunities to gain knowledge and understanding to play an active role in society. Through our broad and varied PHSE curriculum, children become healthy, independent, responsible and happy.

We will:

- Help pupils to aspire to be the best they can be, to have dreams for the future and know what is required to reach them
- Provide opportunities for our pupils to learn rights and responsibilities and appreciate what it means to be a valuable member in an ever-changing diverse society. We will help them to understand and consider many of the moral, social and cultural issues that are part of growing up in a Modern Britain.
- Deepen our pupils understanding of the fundamental British Values of democracy, individual liberty, the rule of law, and mutual respect and tolerance.
- Stimulate, challenge and nurture our children's spiritual, moral, social and cultural curiosity.
- Help children to understand the importance of their physical and mental health, understand emotions and feelings and have strategies to help them become resilient and confident so they are ready for the transition to Secondary school.
- Develop their sense of worth by playing a positive role in contributing to school life and the wider community.
- Help pupils to have a good understanding of themselves, to have empathy, an ability to work with others and form and maintain relationships treating every one equally with tolerance and respect.
- Teach our pupils age-appropriate personal safety (online and offline) and we will ensure they know where and how to get help if they need it.
- Encourage our children to be the best version of themselves they can be.

## **Implementation: How do we deliver the PSHE/RSE curriculum?**

Personal Social Health Education (PSHE) including Relationships Sex Education (RSE) is at the heart of our school ethos and runs throughout all that we do.

Pupils are taught regularly timetabled PSHE / RSE lessons by a member of Rushey Mead teaching staff with whom the pupils are familiar.

Staff, throughout KS1 and KS2, are trialling the PHSE association curriculum to base their planning and teaching. This is used in conjunction with the “No Outsiders” material. In EYFS they are using, “Hands on PSHE” as a stimulus. The Curriculum is split into 3 core themes and is taught as a spiral curriculum so topics are re-visited in more depth to match the maturity of the pupils.

- 1- Health and Well-being
- 2- Relationships
- 3- Living in the Wider World

Assemblies, themed days, visits and visitors are used to support the teaching and are not used in place of it.

We work in partnership with parents informing them about what their children are learning and when required, providing guidance towards resources that can be used at home.

Lessons and school ethos;

- promote safe, equal, caring and enjoyable relationships and we discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- give a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- includes learning about how to get help and support from within school from our Inclusion Manager or external sources such as the school nurse and other health and advice services, including reliable information online
- fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination. We utilise No Outsiders books from year one through to year 6 to support the childrens understanding
- meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities
- promotes the children to take an active part in school life through the school council, head boy and head girl and prefects

- undertake daily well-being sessions that encompass being in the moment and taking time to reflect

### **Impact: What difference is the curriculum making to our pupils?**

- We are proud of the PSHE / RSE work that we deliver at Rushey Mead, the evidence being seen through the well-rounded, confident, tolerant and independent pupils that leave us at the end of year 6.
- The pupils' attitude, behaviour and demeanour around school, within lessons, at playtimes' and out in the community demonstrates the respect, tolerance and high aspirations that our pupils have of themselves and each other.
- Pupils leave us ready for their next step into Secondary school and are armed with skills, knowledge and understanding that they can take forward into adulthood.
- Our pupils leave us prepared for life in an ever-changing modern Britain. They have the tools they need to succeed, keep themselves safe and thrive.

We measure impact by the triangulation of lesson observations, work scrutiny and pupil voice.

We critically examine what we are doing every two years with the completion of a Maintain, Improve and Change (MIC) schedule. The outcome of this all goes together to keep us focused, systematic, make our curriculum purposeful and most of all participative.