



Intent, Implementation and Impact Document

Subject: PSHE

CURRICULUM INTENT

Our PSHE scheme of work aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. Our curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Our PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. It also covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

Note: Our PSHE scheme does not specifically cover gender identity, although identity is a theme that runs through all year groups and units more generally. Gender identity does not form part of the National curriculum, so our teachers and school leaders will refer to Overstone School's policies and procedures when considering how to address sensitivities within this area.

Note: Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

CURRICULUM IMPLEMENTATION

Our PSHE scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing



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, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme. Our 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.

A range of teaching and learning activities are used at Overstone School 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 at our school 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, in particular 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. Teachers at Overstone also consider where there can be links in other subjects and then plan these links within trips, visits and inviting visitors to the school.

At Overstone, we record children's work using floor books – these are used to record the children's conversations, questions and answers as well as photos and pictures that represent their work in the lesson. They allow teachers to spend time observing the children and their ideas rather than being refined to a worksheet or written activity. Where a written activity does take place, these can also be stuck into the books to show learning.

The role of parents and carers is recognised, and our scheme gives us guidance on how to work with them and include them in their children's learning. In addition to the lessons, we also have access to videos for teachers, featuring experts from various fields, covering the key areas.

Our scheme also includes documentation related to the implementation of the curriculum:

- Long-term plans outlining the learning within each year group. There are standard, condensed and mixed-age versions.
- Statutory guidance mapping illustrating how the units of lessons deliver the learning required within the Statutory guidance for Relationships, Sex and Health Education.
- RSE & PSHE Progression of skills and knowledge.
- Protected characteristics mapping.

We also have access to other documentation to support the implementation of the curriculum:

- Protected characteristics mapping.
- SMSC, Personal development and British values mapping.
- Education for a connected world mapping (alongside our Computing scheme).
- Keeping children safe in education: Child on Child Sexual harassment knowledge outcomes and mapping.
- Knowledge organisers summarise the learning for each unit.



CURRICULUM IMPACT

Each lesson within our scheme features assessment guidance, helping our teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson.

Each unit of lessons comes with an Assessment quiz and Knowledge catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.

We measure the impact of our PSHE curriculum through:

- Learning walks – these will take place termly to see learning in action and how the curriculum is being implemented, teaching strategies being used, pupil engagement and interest, skills being taught/used.
- Termly book scrutiny – we look at the progression from year to year and with the unit, differentiation of tasks, marking and how it moves children on, questions to challenge opinions/address misconceptions.
- Pupil voice – what are they learning, how do they know how they are getting on, do they like how the subject is taught etc.
- Teachers use Target Tracker termly to judge attainment against objectives and to plot progress made.
- Data is used to monitor progress and identify children not meeting age-related expectations.

Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.