

ST LUKE'S CE PRIMARY SCHOOL



**PSHE (personal, social, health and
economic) EDUCATION**

and

**RSE (relationships and sex
education)**

CURRICULUM STATEMENT

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PSHE AND RSE CURRICULUM STATEMENT

Aims

At St. Luke's, we want our children to embrace the challenges of creating a happy and successful adult life. We aim to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. Our pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Everyone faces difficult situations in their lives. We want to support our young people to develop resilience, to know how and when to ask for help, and to know where to access support.

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 curriculum covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education.

The curriculum 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)' and significantly contributes to their personal development, including the promotion of the Fundamental British values which reflect life in modern Britain: democracy, rule of law, respect and tolerance and individual liberty.

We believe that quality PSHE and RSE teaching is an important element in helping us to carry out our duty of care with regards to safeguarding. The DfE's Keeping Children Safe in Education statutory guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety.

In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education, 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.

What and how will pupils be taught?

We have adopted and adapted the Kapow Primary scheme for our whole school approach that consists of three areas of learning in EYFS (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2. PSHE is taught as a discrete subject for approximately 45-60 minutes per week from Y1.

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.

We have also taken account of our local context, for example emphasis on rail and water safety across school and also additional units on gangs and knife crime for Y6, as this is a contextual issue within Sefton.

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.

The 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, 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 adaptations, to stretch the most confident learners 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.

Knowledge organisers summarise the learning for each unit.

Impact

This relates to how staff identify that the curriculum is having a positive impact on pupils' learning, how to identify gaps in their learning and how to fill these. However, as the Ofsted handbook states, "the impact of the school's provision for personal development will often not be assessable during pupils' time at school."

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

Each unit of lessons includes an assessment quiz and "knowledge catcher". The quiz contains ten 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.

Ultimately, our pupils will:

- be confident and resilient and understand how they can keep themselves mentally and physically healthy
- know how to keep themselves safe
- know where and how to get help when needed
- be equipped to make the transition to high school successfully
- become responsible, respectful, and active citizens who are able to play their part and become actively involved in public life as adults

Sarah Fegan, PSHE Subject Lead
January 2024