

PSHCE and RSE overview at Shoreham Village School

Curriculum

The curriculum has been developed using PSHE Association materials and Christopher Winter Project RSE scheme to ensure that it meets the requirements of the school, children and the community as well as incorporating the statutory elements of RSE. This ensures that there is a progression of knowledge across the school.

We use a thematic approach to primary PSHE education for Y1-6, covering all three core themes of the Programme of Study (Relationships; Living in the Wider World and Health and Wellbeing) over the school year:

Relationships

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

Living in the Wider World

- Shared responsibilities
- Communities
- Media literacy & digital resilience
- Economic wellbeing: Money
- Economic wellbeing: Aspirations, work and career

Health and Wellbeing

- Healthy lifestyles
- Mental Health
- Growing and changing
- Keeping safe

This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, with topics revisited and built upon throughout the school, whilst offering flexibility in terms of medium-term planning.

The timetable of the curriculum across the year is developed to deepen links across the wider curriculum wherever possible;

For example, Enterprise Week is planned when the economics is taught

Assessing risk and keeping ourselves safe is intentionally taught in the summer term before the long holidays.

Through whole school consultation, staff, governors and parents/carers were involved in deciding when key aspects of the curriculum should be taught. Class teachers have been included in the development of the curriculum to meet the varying and specific needs of their classes

To support the children's learning and help them to remember key knowledge, Knowledge Organisers have been created for all year groups. Key vocabulary and information are included. These will be used by staff to track children's progress to inform their next steps.

Early Years

The three aspects of self-confidence and self-awareness, managing relationships and behaviour and making relationships form the basis of PSED in Early Years. Other aspects of PSHE/RSE are taught through physical development and understanding the world. This forms the foundation for more formal PSHE/RSE lessons in Key Stages 1 and 2.

Key Stage 1

In Key Stage 1, the children are introduced to the key concepts and given some of the vocabulary to be able to understand and discuss the subject. There are also key safeguarding aspects covered with the PANTS lessons and managing secrets.

Key Stage 2

All of the aspects begun in Key Stage 1 and Early Years are revisited and built upon with the content becoming more mature as their experience grows. Vocabulary is also increased.

Assessment

Teacher assessment is used and to support this, there are several lessons each term in each year group with pre- and post-learning tasks to complete.

This will help teachers to: • identify what is already known • clarify learning needs • identify any special educational needs • determine where to start • decide how the work should be developed, including selecting appropriate language and resources.

SEND

Lessons and resources provided can be easily adapted to meet the needs of the children. It is essential that children with SEND are included in PSHE lessons at an appropriate point for their understanding rather than their chronological age. Subject lead works with TAs who support individual children to ensure that their needs are met fully.