



PSHE and RSE

Individually Strong, Collectively Stronger!

Intent:

Children at Allen Edwards will leave as independent, responsible, healthy and confident members of society. Through our PSHE curriculum, which is underpinned by our Rights Respecting School ethos, commitment to developing the children's understanding of mental health and wellbeing and school values, pupils build an understanding and respect of who they are and will see the value of the personal attributes they possess and those of others. Our curriculum will equip children with relevant and meaningful content to build knowledge about how to keep themselves safe – physically, online and emotionally – and provide them with the skills to tackle to moral, social and cultural issues that are part of growing up. Children will develop a strong understanding of the diverse world around them and will be empowered with a voice to speak out to support those more vulnerable than them. Pupils will develop healthy relationships. Positive mental health and pupil wellbeing will be central to the curriculum as children will understand how to regulate their emotions and will develop strategies to support this. Opportunities will be provided for children to understand their rights and responsibilities within society equipping them with the knowledge to make informed choices, be motivated learners and active, global citizens who positively contribute.

Impact:

As children progress through their PSHE and RSE learning and development at Allen Edwards, they build the necessary knowledge and skills to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. Our curriculum ensures that pupils become healthy, independent and responsible members of society, who are able to collaborate, empathise, focus on their learning and have self-confidence and a high sense of self-worth. As a result of the breadth and depth of the learning opportunities provided, children are able to make decisions regarding their wellbeing, health and relationships as well as knowing how to keep themselves and others safe in this ever-changing world. Through all aspects of PSHE offered, children recognise the difference between right and wrong and understand that actions have consequences and with rights come responsibilities. All children appreciate what it means to be a member of a diverse society and are equipped with the knowledge to move into the next stage of their lives.

Implementation:

Teaching and learning in Personal, Social, Health and Economic education (PSHE) and Relationships and Sex Education (RSE) lessons is purposeful, meaningful and relevant. The Jigsaw scheme (a mindful approach to PSHE) is used across the school to ensure a progressive development of knowledge and skills for each child. Teachers have established a learning environment which is open, respectful, non-judgemental and allows every child to feel safe. Teacher-child relationships are strong facilitating all children to feel as if their views are valued both in PSHE/ RSE lessons and across the curriculum. Children's wellbeing is at the heart of lessons enabling them to develop their knowledge and understanding in an environment which is committed to supporting them.

Lessons are interactive, participative and engaging. Teaching is inclusive of difference, irrespective of the difference, and children feel empowered to share their ideas, thinking and solutions. A wide range of active learning strategies are utilised by teachers to develop motivation, curiosity and intrigue. This then serves to develop knowledge linked with interest as the situations discussed are meaningful, contextual and children see the value of them in their lives. Whole-class discussions and circle time are used as an effective way to stimulate discussion, children's questions and acquisition of knowledge. Stories are used as a stimulus to begin gathering views and knowledge about key personal, local and global issues. Collaboration and teamwork are promoted through the use of group and paired work, scenario-based learning, drama and games to embed knowledge further once it has been clearly introduced. All of these strategies ensures that lessons are engaging for all and are purposeful in every child's life.

Teachers are trained well at school to tackle the wide range of topics that arise during lessons. They have expert knowledge on the topics they teach demonstrated by their clarity, conciseness and ability to answer questions that the children may have. Learning intentions are clearly understood by all children and key discussion points and explanations are shared to allow accessibility and understanding for all. Misconceptions in ideas, thinking and knowledge is challenged and addressed in a safe space whereby children feel able to share their views, pose questions to build knowledge and develop solutions to problems.

Questioning is used to systematically check understanding of core knowledge and to support or extend thinking. Questions are posed to stimulate discussion and children feel able to share. Vocabulary and use of core knowledge (e.g. how to report bullying) is modelled consistently across school to enable children to embed and secure their understanding. Children are then provided with learning opportunities to apply this knowledge to real-life contexts and put this knowledge into practise. This is then built upon during times when these situations arise outside of lessons, such as on the playground. Through questioning, modelling and opportunities to consolidate knowledge, children develop a strong sense of self-esteem, build their resilience and independence and further advance their communication skills, such as negotiation and solution-focused discussion.

Our PSHE/ RSE curriculum is further supported by wider enhancements. The children develop a secure understanding of what it means to be a Rights Respecting School (RRS), know strategies to develop their own mental wellbeing through work with our Mental Health Support Team (MHST), recognise key ways to keep themselves safe through the curriculum and various workshops (e.g. Action Breaks Silence, Gangs) and they have many opportunities in school to further secure, deepen and embed knowledge of the way our world works and how we fit as individuals and a community in it (e.g. mental health ambassadors, kindness awards, school council, eco-council). This feeds into our school values of kindness, respect, tolerance, trust and honesty alongside our school drivers of community, collaboration, communication, resourcefulness and possibilities.

PSHE, SMSC and British Values are an important part of school assemblies where children's awareness is extended, curiosity is stimulated and misconceptions are challenged to nurture the growth of active, tolerant and positive global citizens. There is flexibility in the timetable to respond to local, national or global events that may occur as well as to progressively build knowledge about key calendar events, such as Black History Month, Anti-Bullying Week, Mental Health Awareness Week and Safer Internet Day.