

## PSHE Intent statement – (including RSE)

### Subject Vision: Roots ~ Growth ~ Flight

*A nurturing, inclusive school, **rooted** in Christian values, where everyone feels safe, **grows** and takes **flight** as valued members of the school, local and global community.*

*We will deliver our vision by:*

*Enabling the curiosity to question, confidence to challenge, resilience to be challenged  
and*

*Providing the knowledge and tools to succeed*

*So that we may:*

*Ignite a life-long love of learning.*

*We will live our vision by:*

*Being valuable members of society, making meaningful contributions to the local and wider community and enriching the lives of others*

In this subject we provide the early building blocks (**roots**) that will enable our children to **grow** into successful adults in terms of being able to gain employment, live healthy lifestyles, be spiritually aware, be moral citizens and have the confidence to take opportunities to extend their horizons (**flight**). **Our aim is that all pupils will finish each stage of education with a good level of understanding and attainment in PSHE.**

Through our RSE curriculum we aim to equip children and young people with the information, skills and values (**roots**) which they will need to lead safe, fulfilling, enjoyable relationships (**growth**) and which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing. (**flight**)

The school has adopted the *GHLL PinK Curriculum* and *Education in a Connected World* to deliver its vision.

### How PSHE and RSE is taught:

At Newnham St Peter's, we follow the GHLL (Gloucestershire Healthy Living and Learning) Primary PSHE and RSE schemes of work, which are; graduated, age-appropriate programmes. Our PSHE and RSE curriculum is interwoven into all aspects of school life, with particular links to work being undertaken in Science. All members of the school community are involved in delivering the school's PSHE and RSE provision. This includes: parents, Governors, staff, outside agencies such as the PE providers and the local church. Their role is to provide pastoral support and to act as positive role models.

The Christian values of respect, friendships, thankfulness, perseverance, hope and forgiveness underpin the teaching of PSHE and RSE.

PSHE is taught in discrete weekly lessons. The life skills taught in these lessons are then built upon and reinforced within the wider school curriculum. As a whole school, we focus on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships; with particular reference to friendships, family relationships and relationships with other children and adults in all contexts - including online. These building blocks sit alongside the essential understanding of how to be healthy - both physically and mentally.

RSE is taught within PSHE lessons; with four key lessons per year group. From Reception to Year 6, it is delivered as a discrete unit within our wider PSHE curriculum. In addition, certain biological aspects will be taught through science lessons and further elements of RSE will arise in other areas of the curriculum.

**By the end of KS1 pupils will:**

- Know the basic rules for keeping themselves safe and healthy
- Understand about safe places to be and safe people to be with
- Know why families and carers are special for caring and sharing
- Be able to recognise and compare the main external parts of human bodies
- Know the names of the main external parts of the body including agreed names for reproductive organs
- Know and understand the ways they are similar and different to others
- Know and understand that they have control over their actions and bodies
- Recognise the pressure of unwanted physical contact and know ways of resisting it

**By the end of Key Stage 2 pupils will:**

- Be able to recognise and compare the main external parts of male and female human bodies including agreed names for reproductive organs
- Know the names of the main internal parts of the body including agreed names for reproductive organs
- Know about the physical changes that take place at puberty, why they happen and how to manage them
- Understand why it is important to know how to keep themselves clean
- Understand that safe routines can stop the spread of viruses
- Understand genetic inheritance
- Understand there are different types of families to theirs
- Be able to challenge gender stereotyping
- Be able to identify the adults they can trust and ask for help
- Be self-confident in a wide range of situations
- Recognise their own worth
- Be able to discuss moral questions
- Recognise the pressure of unwanted physical contact and know ways of resisting it
- Know how to keep themselves safe when involved in risky situations, including online

*Sex Education is not compulsory in primary schools however puberty is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. In addition, the National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.*

**Why PSHE and RSE is taught this way:**

Keeping Children Safe in Education (KCSIE) 2019 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of a broad and balanced curriculum. Newnham St Peter's PSHE and RSE curriculum is key to this provision.

The teaching and learning of PSHE at Newnham St Peter's supports and upholds our belief that all children are unique. As a nurturing school we therefore aim to celebrate each child's uniqueness by encouraging mutual respect, responsibility and fostering self-esteem in a caring and supportive environment.

Through the teaching of PSHE we aim to equip children with the skills to:

- Deal with the diverse beliefs, values and attitudes that individuals and societies hold.
- Develop an understanding of who they are, of the world in which they live and an ability to communicate and express their feelings.

- Acquire British values and attitudes, which are necessary if they are to make sense of their experiences within school and within the local and wider community.
- Value themselves, respect others, appreciate differences and diversity and feel confident and informed as a British citizen.
- Reflect on and clarify their own values, attitudes and feelings by having the opportunity to explore a range of values and attitudes they encounter in their lives and in their future lives.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be more discerning in their relationships and sexual behaviours and also more likely to have healthy, safe and fulfilling relationships.

#### **How our PSHE and RSE provision meets our curriculum intent:**

##### **Roots**

##### **Recognising our Church School status**

At Newnham St Peter's we adhere to the Church of England's belief that PSHE and RSE should be approached in a faith sensitive and inclusive way, seeking to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect.

##### **Recognising the Importance of Wellbeing and Mental Health (to include play and inclusivity)**

Research has shown that, *'Outdoor play has been proven to support better mental health, improve physical activity, greater creativity, improve resilience, better social and emotional skills; and more focused learning'* (Muddy Hands, 2018).

##### **Ensuring High Quality Provision for all pupils - (include SEND, EAL and PP)**

*'When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos'* (L. R. Knost)

At Newnham St Peter's we take account of the fact that some pupils may have learning, emotional or physical disabilities that result in particular PSHE difficulties. We support children who experience these difficulties on a 1:1 or small group basis using a combination of guidance from outside agencies and the ELSA Resources.

##### **Growth**

##### **Broadening Vocabulary**

At Newnham St Peter's we recognise that emotional intelligence begins at the earliest of years. We therefore ensure that all children regardless of background or life experiences are exposed to learning opportunities that enable them to develop their emotional literacy. In doing so, children develop the skills needed to understand and express their feelings; they begin to develop the ability to manage those feelings in an effective manner and to develop a sense of empathy; thus enabling them to understand and react to the needs of those around them.

##### **Growth Mindset - (resilience and challenge)**

Newnham St Peter's PSHE and RSE curriculum prioritises the acquisition of key life skills/social skills so that all children are able to live as an effective citizen with a positive outlook on their own self-esteem, ability and capability to make a positive contribution to society. It focuses on creating resilient learners who are willing to take calculated risks and challenge themselves in order to be the best that they can be.

##### **Developing a Love of Reading Leading to Quality Writing**

At Newnham St Peter's we acknowledge the vital role stories play in enabling children to express their emotions be it through the use of social stories or by purely enjoying the stories they are exposed to in class.

### **Applying Mathematical Skills**

During playtimes children are given the opportunity to participate in playground games and activities, which have some PSHE/Mathematical link such as Hopscotch and What's the time Mr. Wolf? These playful opportunities allow the children to explore and embed the skills they have learnt in contextual and real-life situations.

### **Securing Small Step Progression which is Revisited to Aid Memory** (*Knowledge Organisers, Big Books and Assessments*)

In order to create a balanced and engaging curriculum which enables all children to develop at their own pace, we ensure our PSHE curriculum is explored through a wide range of sources including kinaesthetic, auditory and visual aids. This includes going on trips and inviting visitors such as the local police service into the school community. Key moments are recorded in big books that are passed on from class to class enabling children to revisit prior learning and allowing episodic memory to support semantic memory.

### **Developing an understanding of cultural diversity -**

At Newnham St Peter's we acknowledge that all communities are different and that the contexts, needs and beliefs of these communities vary. To ensure that our children develop an understanding of cultural diversity we through our PSHE curriculum encourage children to ask questions such as, 'What makes each of us unique and special?' 'Do we all believe the same things?' and 'What are the different culture represented in our community?'

### **Flight**

#### **Fostering Curiosity and Engagement in Learning** (*to include visits/visitors, community and mistakes*)

Newnham St Peter's curriculum intent document states: Through our curriculum we are providing the early building blocks that will enable our children to become successful adults in terms of being able to gain employment, live healthy lifestyles, be spiritually aware, be moral citizens and have the confidence to take opportunities to extend their horizons.

### ***"WHAT IS EMOTIONAL LITERACY?"***

Emotional Literacy is the term used to describe the ability to understand and express feelings.

Emotional Literacy involves having self-awareness and recognition of one's own feelings and knowing how to manage them, such as the ability to stay calm when angered or to reassure oneself when in doubt. It includes empathy, i.e. having sensitivity to the feelings of other people and it has been said that emotionally literate people are able to employ self-discipline in order to harness their emotions and identify and reach their personal goals.

Emotional Literacy also includes being able to recognise and adapt to the feelings of other people, whilst at the same time, learning how to manage and express one's own emotions effectively. This is helpful to developing good communication skills and the enhancement of our relationships with other people.

It is especially important that young children develop Emotional Literacy because they need to have a recognition of their emotions in order to know how to behave, mature and ultimately be happy.

### ***"WHY IS EMOTIONAL LITERACY IMPORTANT?"***

Emotional Literacy to be important in promoting happiness and self satisfaction.

Having an ability to understand and express feelings improves a person's self esteem. Evolutionary theory has suggested that we first developed having appropriate awareness of other people in order to aid the survival of human society. In the modern age, a person's ability to empathise and cooperate with other people can translate into their social and economic success.

It has also been said that without relationship skills, a person's social support and friendships can disappear. Therefore, recognition of the need for effective teamwork can make the development of Emotional Literacy as important as having technical competence.

Many people (as well as children) may have trouble expressing their emotions simply because they are not used to talking or thinking about their feelings or because they are afraid.

### ***"HOW CAN EMOTIONAL LITERACY BE DEVELOPED?"***

The first stage in developing Emotional Literacy is usually for a child to become comfortable exploring and discussing their feelings. Exercises to improve such expression can at first be as simple as making statements such as 'I am happy' or, 'that makes me upset'. These can then be expanded upon and developed over time as the child's confidence and competence grow