

## The Federation of Skelton Newby Hall and Sharow C of E Primary Schools

Intent, Implementation and Impact Statement for PSHE and RSE

Subject Leader – Lauren Copperthwaite

### Intent -

- To deliver a PSHE and RSE curriculum that promotes the spiritual, moral, cultural, mental and physical development of all pupils
- To ensure that children are equipped with the robust subject knowledge, skills and understanding that they will require to be prepared for the opportunities, responsibilities and experiences that come with being a global citizen – both now and in their future roles within a global community
- To support children in exploring the complexity of relationships and understanding the importance of developing and expecting healthy relationships: both now and in their future lives; both offline and online.
- To champion inclusion and equality so that children grow up to embrace difference.

### Lower Primary Y1/2/3 (ref. Entitlement Framework)

Knowledge	Skills
Recall, name and list.	<p><b><u>The intrapersonal skills required for self-management:</u></b></p> <p><b>1.</b> Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers’ behaviour)</p> <p><b>2.</b> Learning from experience to seek out and make use of constructive feedback</p> <p><b>3.</b> Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</p> <p><b>4.</b> Making decisions (including knowing when to be flexible)</p> <p><b>5.</b> Recognising some of the common ways our brains can ‘trick us’ or ‘trap us’ in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers: understanding the role that perspective plays)</p>
Identify, retell, match and give an example of ...	
Describe, begin to recognise.	
Show understanding, describe actions.	
<b><i>Within the themes of:</i></b>	
Keeping Myself Safe	
My Healthy Lifestyle	
Me and My Relationships	
Becoming an Active Citizen	
Me and My Future	
<b><i>Knowledge themes cover the following aspects of PSHE &amp; Citizenship:</i></b>	

Sex and Relationships

Online Safety

Drugs, (including alcohol and tobacco) and wider risk-taking behaviours

Careers education and personal finance

Citizenship

Emotional health & wellbeing (and anti-bullying outcomes)

Healthy Lifestyles (physical and emotional wellbeing)

See North Yorkshire Scheme of Learning for termly overviews and specific year-group objectives.

6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)

7. Self-regulation (including managing strong emotions e.g. negativity and impulse)

8. Recognising and managing the need for peer approval

9. Self-organisation (including time management)

**The interpersonal skills required for positive relationships in a wide variety of settings**

1. Active listening

2. Empathy

3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)

4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)

5. Negotiation (including flexibility, self-advocacy and compromise)

6. Recognising and utilising strategies for managing pressure, persuasion and coercion

7. Responding to the need for positive affirmation for self and others

8. Understanding the value of courageous advocacy and having the confidence and skills to demonstrate it in everyday life

	<p><b><u>Skills of enquiry</u></b></p> <ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Identification, assessment (including prediction) and management of risk</li> <li>8. Evaluating social norms</li> <li>9. Reviewing progress against objectives</li> </ol>
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**Upper Primary Y4/5/6 (ref. Entitlement Framework)**

Knowledge	Skills
<p>Explain, begin to assess, apply, can consider what would happen if .....</p> <p>Explain fully, compare and contrast, awareness of, demonstrate how ..., can suggest alternatives</p> <p>Recognise complexities, analyse, detailed understanding.</p> <p>Draw conclusions, inter-connections.</p> <p><b><i>Within the themes of:</i></b></p>	<p><b><u>The intrapersonal skills required for self-management</u></b></p> <ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> </ol>

Keeping Myself Safe

My Healthy Lifestyle

Me and My Relationships

Becoming an Active Citizen

Me and My Future

**Knowledge themes cover the following aspects of PSHE & Citizenship:**

Sex and Relationships

Online Safety

Drugs, (including alcohol and tobacco) and wider risk-taking behaviours

Careers education and personal finance

Citizenship

Emotional health & wellbeing (and anti-bullying outcomes)

Healthy Lifestyles (physical and emotional wellbeing)

See North Yorkshire Scheme of Learning for termly overviews and specific year-group objectives.

5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)

6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)

7. Self-regulation (including managing strong emotions e.g. negativity and impulse)

8. Recognising and managing the need for peer approval

9. Self-organisation (including time management)

**The interpersonal skills required for positive relationships in a wide variety of settings**

1. Active listening

2. Empathy

3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)

4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)

5. Negotiation (including flexibility, self-advocacy and compromise)

6. Recognising and utilising strategies for managing pressure, persuasion and coercion

	<p><b>7.</b> Responding to the need for positive affirmation for self and others</p> <p><b>8.</b> Understanding the value of courageous advocacy and having the confidence and skills to demonstrate it in everyday life</p> <p><b><u>Skills of enquiry</u></b></p> <p><b>1.</b> Formulating questions</p> <p><b>2.</b> Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</p> <p><b>3.</b> Analysis (including separating fact from opinion)</p> <p><b>4.</b> Planning and deciding</p> <p><b>5.</b> Recalling and applying knowledge creatively and in novel situations</p> <p><b>6.</b> Drawing and defending conclusions using evidence and not just assertion</p> <p><b>7.</b> Identification, assessment (including prediction) and management of risk</p> <p><b>8.</b> Evaluating social norms</p> <p><b>9.</b> Reviewing progress against objectives</p>
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**Implementation -**

- Federation to follow the North Yorkshire Scheme of Learning for PSHE to ensure teaching and learning is comprehensive and in-line with the National Curriculum.
- Within our blocked foundation subject curriculum, PSHE will continue to be taught weekly, with 1 hour timetabled in each class every week to ensure the cumulative development and application of knowledge and skills.
- Half-termly objectives from the North Yorkshire Scheme of Learning are transferred and developed in federation medium-term planning format, with consideration given to the specific needs of particular cohorts, of our school contexts, or of local contexts; *Growing Up in North Yorkshire Survey* information to be used to help inform the planning process for classes.
- The North Yorkshire Scheme of Learning is refined and Year Group objectives combined in order to cater for mixed year-group classes and specific class needs.

- Knowledge Organisers are used to support teaching and learning and share learning with parents and carers.
- Knowledge Checks are used to pre-assess and post-assess children, and check acquisition and retention of key learning after each unit.
- Gestures to promote diversity are not tokenistic or singular – for example, trips/visitors/occasional books. RSE ‘golden threads’ (positive relationships, equality and inclusivity in both online and offline contexts) are not only stranded throughout PSHE but are incorporated into everyday school life, including the wider curriculum, school and class resources, and corridor and classroom visuals, to ensure children are immersed and do not only refuse to participate in prejudice, discrimination or the perpetuation of stereotypes, but also challenge such behaviours from others.
- RSE considerations are highlighted in medium-term planning across all subjects to ensure children are immersed in a culture where healthy, equal and inclusive relationships, both online and offline, are promoted.
- Staff (including Teaching Assistants) receive training and support ensure their understanding and values reflect those that the children must develop, and ensure the effective and confident delivery of PSHE and RSE curricula.
- Staff regularly refer to and make links with British Values in PSHE and the wider curriculum.
- Staff are provided with with teaching and learning methods for PSHE and Citizenship e.g. ‘distancing techniques’.
- Each lesson, every child has the opportunity to demonstrate their learning from the lesson, following the expectations outlined below:
  - **Individual evidence of understanding:** The differentiated expectations for the main task each lesson ranges from draw to write, with progressively greater expectation in terms of the detail. This enables those for whom writing is a barrier to the expression of their ideas to evidence their understanding without words/ with fewer words.

**Differentiation scale suggested:**

- i. Pictures (annotated with notes about what the child expresses verbally made by an adult where possible, if their picture does not adequately demonstrate their understanding).
  - ii. Pictures annotated with some key words
  - iii. Pictures annotated with phrases / key words
  - iv. Pictures annotated with phrases/key words/ sentences/ short paragraphs where appropriate
  - v. A wider variety of activities, such as comparison tables, leaflets, scenario responses and 'two different endings' activities.
- **Whole class evidence of progress from the lesson:**
    - i. At the start of every lesson, the children’s understanding is captured before input - for example, for the question: 'What does a family look like?'
    - ii. The teacher takes responses and ideas, recording these as images/ words/ quotations.
    - iii. At the end of the lesson, the children are posed the same question as they were at the beginning. They are asked whether they would change anything

that they put before, or if they would add anything new. Changes and additions are recorded in a different colour on the same page/whiteboard.

- iv. This is kept and referred to by the class teacher to support the children in retaining their learning and making connections with future learning both within and beyond the unit.
- Teachers ensure that SEND children are accessing the PSHE and RSE curricula by providing support in lessons, and using assessment to check understanding and retention of learning.
  - Teachers understand the vital role that the effective delivery of the PSHE and RSE curricula play in safeguarding children, especially SEND children, who are statistically proven to be more vulnerable to abuse and exploitation.

### **Impact -**

- Children will be able to discuss their historical and current learning from PSHE lessons.
- Teachers and pupils will be able to refer to previous learning as a foundation upon which to build the new learning, both within and across PSHE units, and in other areas of the curriculum where appropriate.
- Pupils will be able to use – and demonstrate a good understanding of – the vocabulary covered in previous and current learning.
- Children will demonstrate acceptance of, and courageous advocacy towards, others on a daily basis.
- Inclusivity and equality will be evident in all aspects of daily school life, including displays, lesson resources, and staff and children’s language and conduct.
- Children will know that the staff in school can be their trusted adults and will be able to communicate effectively with them, using precise and correct vocabulary, if they have witnessed or are experiencing unhealthy relationships in any aspect of their lives, thereby better enabling staff in school to fulfil their safeguarding duties.
- Children will develop positive and healthy relationship with their peers.
- Children will understand the physical aspects involved in RSE at an age-appropriate level.
- The progression documents used for assessment will provide evidence of where children are working within the PSHE curriculum (WTS/EXS/GDS).
- Pre and post assessment cycles will demonstrate progress within units and will support the commitment of the children’s learning to long-term memory.
- Evidence of pupils’ individual and whole-class work in lessons will indicate progress within each lesson.