

Teaching and learning of: PSHE/RSE

INTENT	At Hook-with-Warsash C of E Academy, we aim to equip children with the skills and strategies needed to help them navigate the modern world and prepare them for life and all of the challenges that it brings. We provide an inclusive environment where we value everyone as an individual, celebrate our differences and where children are able to share their thoughts, experiences and problems allowing them to flourish academically, socially, emotionally and spiritually. Our curriculum follows the EYFS framework and the National Curriculum via the SCARF programme of study and through additional resources where key skills, attributes and knowledge can be developed and applied. It was developed alongside the Church of England's 'Valuing all God's Children' document which offers Church of England schools guidance in how to "offer a safe and welcoming place for all God's children" whilst educating for: wisdom, knowledge and skills; hope and aspiration; community and living well together; and dignity and respect. Our curriculum is a spiral curriculum that promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future. There is a proven link between pupils' health and wellbeing, and their academic progress and we believe teaching these crucial skills and positive attitudes, developed through a comprehensive PSHE/RSE curriculum, are critical to ensuring pupils are effective learners.		
	Knowledge	Mastery	Vocabulary
	Each year group follows the six suggested half termly units of work from the SCARF programme and use additional resources when specific areas of need arise. Each half termly unit of work builds on prior learning so that all pupils are able to deepen their understanding around the topic being covered and continue to grow as an individual year on year. The SCARF programme divides the year into 6 themed units: 1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships; 2. Valuing Difference: a focus on respectful relationships and British values; 3. Keeping Myself Safe: looking at keeping ourselves healthy and safe	We develop a mastery approach to PSHE/RSE through acquiring a deep, long-term, secure and adaptable understanding of the subject. There are certain principles and characteristics which characterise this approach. They are: • The majority of pupils progress through the curriculum content at the same pace. Challenge is through children being able to provide examples of where they have already implemented skills taught, how it has impacted the situation and can apply this to the wider world. Individualised support and interventions help to support those who need consolidation. • Discussion is a vital part of learning but it is with carefully designed variation (varying the way the concept or question is presented or recorded) to allow all pupils to access the learning and make progress. • An expectation that all pupils are capable of achieving high standards in PSHE/RSE.	Pupils will be exposed to, and become confident in the use of vocabulary associated with resilience, wellbeing and social development. Pupils are taught the scientifically correct vocabulary for their external body parts from Year R so that they are able to keep themselves safe.

	4. Rights and Responsibilities: learning about money, living the wider world and the environment; 5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement; 6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.		
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IMPLEMENTATION	Our PSHE/RSE learning is implemented through a spiral curriculum where half-termly topics build upon pupils' previous learning and understanding. Each half term, there is a new PSHE/RSE focus (as outlined in the knowledge box above) and years 1-6 follow this. During these units, PSHE/RSE is taught weekly with each half term starting with a resilience focussed lesson. Additional PSHE/RSE lessons are also taught if any specific needs arise. PSHE/RSE looks slightly different in year R and this is outlined in the EYFS box below. We use SCARF resources to support our PSHE/RSE teaching as well as additional resources to cover any specific needs that arise. Year 1, 2, 4 and 6 also take part in a visit from SCARF and Harold the giraffe in the inflatable classroom. This engages the pupils in their PSHE/RSE learning. Pupils learn about the changing adolescent body in both years 4 and 5. We believe this is important as they should learn about the changes before they go through them. In year 6, the pupils recap this and learn about how a baby is conceived and born. This happens in the summer term and parents are invited in for an annual curriculum evening where the content of the lessons and resources are shared. Assessments are completed at the end of each topic where teachers reflect on the key learning outcomes for the unit. These are used to inform next steps and whole school trends are identified. CPD is provided by SCARF workshops, staff meeting time, pupil voice feedback, help with planning and general discussions around PSHE/RSE.
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	SEND / Disadvantaged The PSHE/RSE curriculum is adapted to meet the needs and styles of all learners. A variety of teaching and learning strategies are used to ensure that all pupils can achieve and access the learning, including: • Use appropriate interventions to support learning, • Variations to the task for individuals, • The use of the teacher as a scribe to record ideas, • Use of technology if appropriate, • Partner or group work, • Task design, • Class discussions, • Detailed discussions with parents and carers when appropriate, • Social stories.	EYFS The long term plan follows the EYFS framework and encompasses PSHE/RSE in their day to day teaching. The relevant statements for PSHE are taken from the following areas of learning: - Communication and Language - Personal, Social and Emotional Development - Physical Development - Understanding the world These areas of learning are covered in day to day teaching, through play and specific SCARF lessons which are taught during the year. There are lots of opportunities for pupils to build upon and develop the skills needed, helping them to understand the world around them.	Feedback, Questioning and Discussion Feedback is given at the point of teaching which is mainly verbal but may be written, and in a manner which moves learning forward or helps to embed learning. Questioning and discussion play a vital role in helping pupils progress with their learning. Pupils are encouraged to think deeply about the different scenarios in PSHE/RSE and if happy to share their ideas with their peers. They are also encouraged to form their own questions about the topics covered. Misconceptions are dealt with in a positive manner in order to develop resilience and confidence.
	When pupils leave Hook-with-Warsash C of E Academy, their learning in PSHE/RSE will have equipped them with the knowledge and skills to understand the world around them and their place in it. Pupils' knowledge and skills will have developed progressively as they have moved through the school, not only to enable them to meet the requirements of the National Curriculum but to grow as individuals, have skills to keep themselves safe, be the best they can be, develop healthy relationships and navigate the world as responsible citizens.		
IMPACT	Pupil Voice	Evidence in knowledge and skills	Breadth and depth
	Pupils will be given opportunities to feedback on their experiences in PSHE/RSE through discussions and reflection on their work. Success is judged on whether pupils are positive and confident in PSHE/RSE and able to recall prior learning and identify progress.	At the end of a unit we consider a range of 'I can' statements, which summarise pupils learning against the unit's key learning outcomes. The assessments are used to identify next steps and areas where support is needed. At a whole school level, we look for areas that might need to be a focus and adapt planning accordingly.	The curriculum builds spirally throughout the year, and year on year, to ensure pupils can recap on and embed learning before building in new knowledge and skills. The topics are revisited each year with age appropriate content so that pupils are able to build upon prior learning.