Moorsway Federation
PSHE RSE Curriculum Statement

Our vision for PSHE (which incorporates the National Curriculum non-statutory guidance for Citizenship) is to allow our children to become responsible and informed global citizens. We want our children to develop as great communicators, who are confident to share their views and opinions. We aspire to ensure PSHE is at the core of everything we do.
By doing so, it allows our children to blossom into confident, independent, reflective and responsible members of the ever-changing society around them.

Intent:
Personal, Social and Health Economic education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences. It allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. AT Moorsway, we embrace ways in which PSHE supports many of the principles of safeguarding and its close links to the school's Safeguarding, SMSC and British Values Policies.

Personal, Social, Health Education is central to our curriculum; it helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The personal and social development of pupils underpins our curriculum. Through a carefully planned programme, supported by all who work in or with the school, we want children to leave Moorsway Federation ready for the transition into secondary school and adult life.

Our framework for PSHE embeds the three strands: health and wellbeing, relationships and living in the wider world, as well as the statutory aspects of the Relationships and Sex Education, and Health Education guidance.We strive to ensure children are challenged intellectually, socially, spiritually and morally. We want our children to grow and develop in a safe and nurturing environment where they are able to express themselves articulately, gain a further understanding of themselves as unique people and build resilience. Moorsway Federation encourages children to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We have chosen a knowledge-engaged curriculum. This means following a skills-progression curriculum model with knowledge underpinning the application of skills. The 2002 Education Act requires schools to provide a 'balanced and broadly based curriculum' which promotes the spiritual, moral, cultural, mental and physical development of children at our schools and prepares them for the opportunities, responsibilities and experiences of later life. We intend to deliver the 2014 National Curriculum in a purposeful, engaging and creative way by providing a broad curriculum that ensures that there are enough subjects on the timetable and a balanced curriculum that ensures that each subject is given sufficient space on the timetable to deliver its distinct contribution. The school curriculum is broader than the National Curriculum and our intention is to give children a richer and deeper experience that is not limited by the National Curriculum.

Impact:
In order to ensure that we meet the expectations of the PSHE curriculum and the new RSE curriculum we follow the One Decision scheme which is regularly updated to reflect current issues. We carefully chose this resource because of its 'sliding door' approach to decision making and the way it promotes in-depth discussion of key life moments, ensuring children understand key concepts and are engaged in active discussion. Our approach to teaching PSHE is intended to support and encourage all learners to be the very best they can be.

PSHE is taught at least weekly and the core values are embedded throughout class assemblies and utilising Picture News. This generates thoughtprovoking pictures with accompanying statements as well as and discuss current world issues and events. Each class completes modules which have been selected to ensure coverage of the PSHE curriculum and revisits them regularly, allowing all the children to experience and be immersed in the key teachings provided by One Decision.

Alongside governmental policy, we recognise that our Federation Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Statutory guidance on 'Keeping Children Safe in Education' states that Governing bodies should ensure that children are taught about safeguarding, including online safety. We consider this as part of providing a broad and balanced curriculum. PSHE education for us also covers various safeguarding issues and we provide the pupils with sessions to educate and inform them of how to keep the same safe both on and offline. Furthermore our Federation is aware that the Equality Act 2010 places duties on schools to both address prejudice-based bullying and to help prevent it from happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, should help our schools to fulfil this duty.

The PSHE curriculum is taught through a carefully sequenced rolling programme. This builds on skills previously learned and can be timed to match children's needs. The sequencing and unique videos ensure that children commit key knowledge to long-term memory. The PSHE curriculum equips our children with the knowledge and skills to make self-informed decisions. Each session that is taught is recorded through the use of a workbook and classes complete their learning in many different ways including the use of drama, circle time and some written activities. The 1 Decision modules are mapped across the 2 year rolling programme, with each class working on a similarly themed module at the same time. This enables teachers to see which prior learning this builds on, and where the children will be heading next. When modules or lesson content is revisited children annotate their workbooks using a green pen. Teachers carry out baseline assessments to ascertain current knowledge and understanding of each cohort, and adapt their planning accordingly. In addition to timetabled PSHE lessons all children participate in a weekly 'current affairs' assembly through Picture News. This enables vertical discussion from children in Reception through to Year 6.

In the EYFS, through Personal, Social, Emotional Development children are supported to build constructive and respectful relationships that allow them to play, learn and develop alongside both adults and their peers. As children make friendships they learn to manage conflicts and rivalries with the support of adults. Children are empowered to envisage themselves as valuable individuals who are aware of what makes

them unique. In the Early Years children are encouraged to name their feelings and adults carefully model the handling of these feelings and emotions to support children in becoming independent in moderating their own feelings. Children are taught to manage their own physical and emotional needs and understand the importance of respecting the privacy of others. A large part of the curriculum in the Early Years supports the developing of resilience within young children. Children are encouraged to persevere to meet their goals and targets. As a part of the learning journey experienced in the Early Years developing the understanding of rules and routines is an integral part that runs parallel to all.

Impact:
What is the impact of the PSHE curriculum at the school?

The PSHE curriculum supports effective and engaging learning which improves children's behaviour in school, at home and within the community. Effective progression of knowledge may be viewed in the children's workbooks and observations of discussions in lessons. Ultimately, the PSHE curriculum prepares children for all aspects of life. Children will each make progress relative to their own individual starting point. Children can then leave us able to join the 'great conversations of humanity' and able to participate in the discourse that underpins current affairs, cultural life and functioning democracy.

By the end of their time with us, each child will:

- Recognise and apply British Values
- Be able to recognise, understand and manage their own emotions
- Understand who they can rely on and ask for support
- Have an awareness of their mental health and ask for support where necessary
- Understand the importance of maintaining a healthy lifestyle
- Embrace differences and have an understanding of diversity
- Apply learnt skills in real life situations
- Demonstrate self-confidence and self-esteem
- Develop and maintain healthy relationships with peers and adults
- Show respect to themselves and others