



“Whatever you do, work at it with all your heart” *Colossians 3:23*

Only our best will do, be kind to one another

Personal, Social, Health and Economic Education (PSHE)

School Vision and Values

Our school vision is for everyone to have a thirst for learning within a high quality, caring, inclusive school built on Christian values. We foster an environment where children show respect and kindness to one another and the world around them and who are prepared for an ever-changing world.

Respect

Perseverance

Friendship

Respect

PSHE Intent

Our intention is that when children leave Huby, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today’s diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

We believe that quality PSHE and RSE teaching is an important element in helping us carry out our duty of care with regards to safeguarding. The DfE’s statutory ‘Keeping Children Safe in Education (Sep 2020)’ guidance states that ‘Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum’. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

PSHE Implementation

At Huby we prepare our children for PSHE in KS1 through our EYFS curriculum (see how EYFS links to NC document). There are links with three of the EYFS prime areas: Personal, Social and Emotional Development, Expressive Arts and Design and Understanding the World.

In KS1 and 2 we cover 5 areas of learning:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.

Sex education has been included in our curriculum in line with the DfE recommendations and is covered in Year 6 of the Kapow scheme.

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety (which is taught at the start of each school year in Computing) and Science for growing, nutrition, teeth, diet and lifestyle.

Wider Curriculum

- We focus on building resilience, independence and confidence; embracing challenge; fostering a love of learning; and increasing their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values.
- PSHE, including SMSC and BV, is an integral part of the whole school curriculum, and is therefore often taught within another subject areas.
- Visitors such as emergency services and first aid training complement our PSHE curriculum to offer additional learning.
- We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values – friendships, perseverance, courage and respect.

- Collective Worship is linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.

PSHE Impact

We are proud of the PSHE / RSE work that we deliver at Huby Primary School, our pupils demonstrate the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society.

- The pupils' attitude, behaviour and demeanour around school, within lessons, at playtimes and out in the community demonstrates the respect, tolerance and high aspirations that our pupils have of themselves and each other.
- Pupils leave us ready for their next step into Secondary school and are armed with skills, knowledge and understanding that they can take forward into adulthood.
- Our pupils leave us prepared for life in an ever-changing modern Britain. They have the tools they need to succeed and keep themselves safe.

We measure impact through lesson observations, work scrutiny and pupil voice. Teachers use Kapow's assessment guidance to identify whether pupils have met, exceeded or failed to meet the desired learning intentions for each lesson. Units of work come with assessment quizzes.

Impact is also recorded every two years with completion of the Growing up in North Yorkshire Survey, analysis of incidents recorded on CPOMS, attendance figures and SNAP surveys. The outcome of this all goes together to form the coming years action plans, lesson plans and evaluation of impact.