

Exmoor Link PSHE and RSE Intent, Implement and Impact Statement

Intent

In the Exmoor Link federation, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to become confident, healthy and independent and, in turn, become informed, active and responsible citizens. The work we do in PSHE follows the Kapow Curriculum for Year 1-6 with Early Years currently following a personalised plan across both schools. PSHE and RSE also flow through many other curriculum areas.

The aims of PSHE and RSE across our federation are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Promote safety in forming and maintaining positive relationships
- Help pupils to identify the characteristics of healthy relationships, including trust, respect, communication and consent
- Help pupils understand how relationships may affect mental and physical health, and how to make friendships safely online
- Provide pupils with the tools to understand and manage their emotions
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Help pupils develop feelings of self-respect, confidence and empathy
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide an environment in which sensitive discussions can take place
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for the opportunities, responsibilities and experiences of later life

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. At Bishops Nympton and East Anstey, we use the Kapow PSHE and SE scheme of work for Years 1-6, which includes the themes: Family and Relationships; Health and wellbeing; Safety and the changing body; Citizenship; Economic wellbeing; with variation on content as children move through the school. In Year 6 they will also cover the theme 'Identity'.

The Early Years PSHE scheme of work has been developed by the PSHE Lead in consultation with the Early Years staff. The Early Years half-termly themes are: Friends and Family; Feelings; We're all special; Healthy Living; Staying Safe; Our World.

We believe that these subjects are designed to foster respect for others and for difference, and to educate pupils about healthy relationships. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Implementation

We use the Kapow scheme which is a whole school approach with five areas of learning:

- Family and Relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing; with variation on content and building on prior learning as children move through the school. In Year 6 they will also cover the theme 'Identity'.

The lessons are based upon the statutory requirements for Relationships and Health education, but where the lessons go beyond these requirements, they refer to the PSHE Association's Programme of Study which is recommended by the DfE. Sex education is included in the Year 6 part of the scheme in line with DfE recommendations.

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

To teach these subjects effectively, all children in KS1 and KS2 should have a timetabled session each week lasting around 1 hour. A large proportion of these sessions will be discussion based and a range of teaching and learning activities are used to ensure all children can access learning and make progress. However, some recording is also useful to assess understanding in a deeper way, and children do this as a whole class, in small groups and independently to demonstrate what they have learnt. This work is kept in individual folders.

Every class throughout the school has a class PSHE book where examples of work, photos and other notes can be placed throughout the year. These books have examples from each of the Kapow subject areas as well as any other work that arises e.g. Black History Month, Children In Need. There are also meaningful opportunities for cross-curricular learning, in particular Computing and online safety, and many aspects of Science, which will also be referred to.

In the Early Years, children have a directed PSED session totally around 20-30mins each week, depending on the topic being taught. The Early Years curriculum has been written by the PSHE Lead to ensure that it is tailored to our children. However, many of the PSED objectives are also integrated into the day-to-day running of the Early Years classroom e.g. "learn to use the toilet with help, and then independently."

We believe that personal and social development are as important to all pupils as their academic achievement. Therefore, as far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery is adapted to suit the individual need. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. Pupils are expected to engage fully in PSHE, and when discussing issues related to RSE, treat others with respect and sensitivity.

All children from R-Y6 attend assemblies throughout the week and some of these also have a PSHE theme, allowing for consolidation of class work or additional subject coverage.

Impact

Children will be able to discuss issues, knowledge and understanding gained from PSHE lessons within the sessions and as part of their daily lives. They will use what they have learnt within their day-to-day interactions, from dealing with friendship issues and differences to showing resilience and showing their ability to make well-informed and healthy choices.

Children will also show they know where and how to get help when needed and will build good relationships with their peers and with the adults in their classroom and throughout the school.

Each lesson within Kapow's scheme features assessment guidance to support teachers in identifying whether children have met the learning intentions for that lesson. Each unit also includes a 'knowledge catcher' and assessment quiz to invite children to share what they know about the areas of learning within the unit. These can be used at the beginning of a unit to assess existing knowledge and again at the end to measure children's understanding and progression in learning. As the topics are repeated throughout KS1 and KS2, the children have a number of opportunities to revisit and gain understanding about issues where they have previously had gaps.

The curriculum used within the EY teams encourages children to build trusting relationships with their peers and the adults in their classes, as well as gaining a better understanding of themselves. The topics covered link to those in KS1 and this can be seen in the transition between the curriculums and the existing knowledge the children take with them. Throughout the year, children become better able to resolve conflict, build friendships and have a good understanding of 'self'.

Through having been taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and be prepared for the transition to KS3 and secondary education.