

## PSHE & RSE



### Intent

Our intention is that, when children leave Dudley House School, they do so with the knowledge, understanding and emotions to be able to play an active role in today's 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.

What do we want for our pupils?

- Develop a confidence in sharing their own thoughts and opinions with others
- Develop skills and attributes to keep themselves healthy and safe.
- Develop an attitude of a responsible global citizen.
- To show tolerance of others beliefs, religions and life choices.
- To build positive, respectful relationships with other people.
- To be successful, resilient and responsible decision makers.

### Implementation

Through our curriculum we aim for pupils to develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. Our curriculum is planned around the three core themes of Health and Well-being, Relationships and Living in the Wider World. These incorporate the PSHE and RSE requirements.

Health & wellbeing	Relationships	Living in the wider world
<ul style="list-style-type: none"> <li>- Healthy Lifestyles (Physical wellbeing)</li> <li>- Mental Health</li> <li>- Ourselves, growing and changing</li> <li>- Keeping Safe</li> <li>- Drugs, alcohol and tobacco</li> </ul>	<ul style="list-style-type: none"> <li>- Families &amp; close positive relationships</li> <li>- Friendships</li> <li>- Managing hurtful behaviour &amp; bullying</li> <li>- Safe relationships</li> <li>- Respecting self and others</li> </ul>	<ul style="list-style-type: none"> <li>- Shared responsibilities</li> <li>- Communities</li> <li>- Media literacy &amp; digital resilience</li> <li>- Economic wellbeing: Money</li> <li>- Economic wellbeing: Aspirations, work and career</li> </ul>

To ensure continuity and progression through the school we use the PSHE Association thematic model. These units are mapped out in the 2-year long term curriculum plans for each mixed age class. Prior learning is revisited, reinforced and extended year on year in this spiral programme. It introduces new and more challenging learning, whilst building on what has gone on before.

Units of work are based on the following themes:

Relationships	Health & wellbeing	Living in the wider world
<ul style="list-style-type: none"> <li>- Families and Friendships</li> <li>- Safe relationships</li> <li>- Respecting self and others</li> </ul>	<ul style="list-style-type: none"> <li>- Physical health &amp; mental wellbeing</li> <li>- Growing and changing</li> <li>- Keeping Safe</li> </ul>	<ul style="list-style-type: none"> <li>- Belonging to a community</li> <li>- Media literacy &amp; digital resilience</li> <li>- Money and work</li> </ul>

Teachers use the identified learning intentions and programmes of study on the thematic overview as a starting point, as well as assessments of what children already know to plan learning to meet the personal development needs of the children and develop children's knowledge and understanding further.

Pupils participate in weekly PSHE lessons. Teachers tailor learning to meet the needs and interest of the pupils in their class and also address issues that may arise.

Teachers use a wide range of teaching and learning styles and provide children with opportunities to make real decisions about their lives, to take part in activities which simulate choices having to be made.

Staff provide a safe and supportive learning environment where children can develop confidence to ask questions, challenge the information they are offered, draw on their personal experiences, express their views and opinions and put what they have learned into practice in their own lives.

We promote themes of 'Safety' within the curriculum and through additional themed weeks for example, Road safety week, Fire safety week, Online safety week, Safer Internet day, Anti-Bullying week, and also through assemblies.

Visitors such as emergency services complement our curriculum to offer additional learning.

Assemblies are planned to cover any additional sessions that would benefit the whole school.

In EYFS, this falls under the umbrella heading of Personal, Social and Emotional Development (PSED). Each child is respected as an individual and helped to develop self-worth and confidence as they grow and develop personally, socially and emotionally. They are encouraged to form positive relationships, develop social skills and understand appropriate behaviour.

The three 'characteristics of effective teaching and learning' ensure that practitioners consider the different ways that the children learn and reflect these in their planning and practise.

## **Impact**

Our curriculum aims to improve the pupils' wellbeing, health and understanding of the changing world around them. Our impact is therefore, to motivate pupils to utilise these skills independently, in order to live happy and healthy lives, as well as being aware of the impact their actions have on others.

We equip pupils with the necessary skills to become responsible citizens, build positive relationships and be considerate towards everyone in the wider community irrespective of difference. We help children becoming confident, tolerant and well-rounded adults and be able to be successful, resilient and responsible decision makers.

Children can approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life.

From exposure to a range of global issues and problems, children can build up tolerance and a sense of responsibility of being a global citizen.

Children can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.

Feedback is given to children within lessons where possible and marking of work is guided by the school's Marking and Feedback policy.

Assessment is an integral part of the teaching and learning in PSHE education, as it is in all subjects.

Subject monitoring including book looks and pupil voice interviews are carried out by the subject leader.

CPD is planned to ensure that teacher's subject knowledge, pedagogy and assessment is secure