

Creating

Wizard

Citizens



At



The intent, impact and implementation of PSHEC including relationships education

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them. • Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The PSHE curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

Character:	A strong PHSE curriculum ensures children are well rounded, empathetic, respectful, tolerant citizens. Children will have strong social skills and be able to interact confidently with other children and adults.
Competence	: Through a well-rounded PHSE curriculum children will reach their full potential and will have opportunities to debate different issues. Children will understand equality and protected characteristics from a young age
Community	Children will have strong relationships across the school community. Student leaders will be a part of each academy with strong links to the Hub Council and local community. Children will understand different communities both locally and globally and will learn about living in the wider world.

Why is PSHEC important at Limeside?

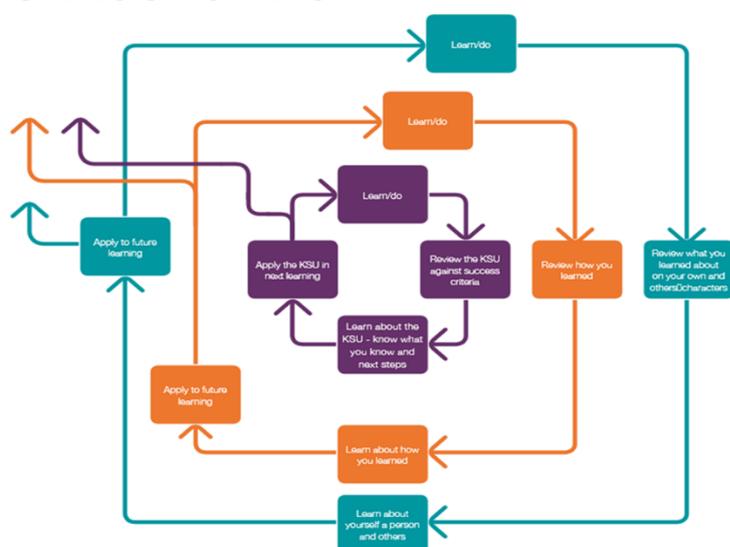
- It develops children as people emotionally and socially
- It teaches children how to lead healthy, safe and fulfilled lives
- It develops confidence, independence and an understanding of responsible citizenship
- It is important to learn about different beliefs, people, customs to develop an appreciation of diversity and commonality
- It helps children to understand their own and others' values and beliefs so that they can make informed and responsible choices
- It helps children understand aspects of what it means to be human
- Children learn to appreciate difference and similarity
- It is a core element of cultural capital and hereafter knowledge: an understanding of place, cultures and people enhances understanding in other academic subjects particularly English
- In the curriculum there are opportunities to grow as individuals and become contributors to the local and global community
- It prepares children for future success as citizens
- It helps children learn about and prepare for changes
- It is important that children learn to challenge injustice and stand up for what is right

A triple loop approach to our curriculum planning means that we plan for personal development throughout the curriculum:

Knowledge, Skills And Understanding (KSU)

Meta-Learning

Character Formation



The triple loop approach to our curriculum planning means that we plan for personal development throughout the curriculum:

Children learn and reflect about how they learn as they learn the academic content of the curriculum. The content and the values incorporated into each topic ensure that they develop character and as people simultaneously.

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice

What are the key concepts in PSHEC at Limeside?

Personal, Health, Social Education	British Values	Rights and responsibilities	Valuing difference	Being Healthy
Health Well being Positive Relationships Living in the wider world Feelings and emotions Growing and changing Behaving well	Democracy Respect Tolerance Rule of law Individual liberty Discrimination/prejudice Justice Stereotyping RRS Government	RRS Good to be Me Exploitation	Protected characteristics Diversity and similarity	Healthy eating Exercise Sleep Hygiene Drugs including alcohol, smoking Mental well being
Character Development	Keeping Safe	Sex Education	Healthy Relationships	Living in the wider world/citizenship
Personal Learning and Thinking Skills 9 Habits Oasis Ethos Knowing and speaking what you believe Good to be Me Goal setting Self awareness and knowing self	Internet safety Consent Keeping safe in the environment# What to do if you don't feel safe Who can help keep you safe	Male and female Reproduction in animals Body changes including puberty	Families Friendships Respect Anti bullying	Finance Sustainability Social skills Playing an active role Jobs Role of voluntary, community and support groups Media Basic First Aid

What are the key personal development subject discipline skills?

- Taking and sharing responsibility
- Taking part in discussions and expressing their own views
- Make responsible choices
- Considering social and moral dilemmas
- Understand cause and effect including of their own actions and those of groups
- Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experience
- Resolve differences by looking at alternatives, making decisions and explaining choices
- Meet and talk with people
- Find information and advice
- Reflect on their own behaviours, character and views honestly
- Set goals and ways to achieve them
- Honesty curiosity, empathy, enquiry, active participation, fairness
- Recognise and respect similarities and differences

How is PSHEC taught at Limeside?

Direct discrete teaching	Indirect, woven into the curriculum teaching including thematic	Sequencing of learning
<p>30 minute weekly lessons Stories are often used as a starting point for discussion and to build understanding.</p>	<p>PSHEC is taught through all subjects particularly science, through some humanity topics, through assemblies and whole school focus weeks where everyone studies the same theme.</p> <p>An awareness of PSHEC / SRE is woven into teachers planning so that for example different relationships are represented in the materials children meet.</p> <p>PLTS are integrated into each half term and children are taught the skills needed to be successful citizens.</p> <p>Assembly themes relate to the values and 9 habits linked to each topic/theme and run across the school.</p> <p>The curriculum themes are closely linked to values.</p>	<p>The PSHEC curriculum including SRE is carefully sequenced to build knowledge. Planning ensures children revisit concepts as they mature. Understanding of protective characteristics is planned for within the curriculum.</p>

The curriculum is mapped using the core concepts outlined above. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Each half term's sequence of learning is built around 5 key questions and identify the knowledge children need to acquire. This is then applied in an end of theme mastery task.

The PSHEC curriculum also includes space for responsive lessons, allowing time for responding to any particular concerns.

Types of delivery

Mixture of thematic and discrete:

- Discrete weekly PD slot
- Weekly ethos assemblies
- Weekly Celebration Assemblies
- Thematic PHSE lessons
- PLTS -based behaviour approach
- Discrete and indiscrete teaching through topic selection e.g. Year 4 learn about dilemmas through an English text, Yr 6 learn about parliament in humanities

 Questions to support the enquiry	1	Which people are special to me? Why are they special?	We all have special people in our lives? They can be family, neighbours, friends. They can be special for different reasons
	2	Which family is most like my family? Text We are Family	We all live in different family structures. There is no one way.
	3	What should a family do to look after me?	Families show love for each other in different ways. Adults in families protect the children and keep them safe. Family members care for each other. Know that they can tell someone if their family does not protect them and keep them safe and care for them.
	4	How are Tango's family the same as my family? How are his parents different? Text And Tango makes Three	Some children have same sex parents.
	5	How are the sister and brother in Me and My Sister the same and different? Who in your family is like the brother or the sister? Why? Text Me and My Sister	Members of the family have different personality traits. Family members can argue or disagree.
	6	What might it feel like if families split up? Text Mum and Dad Glue	It is not children's fault if parents split up. Separated parents are different family structure. Parents still remain your parents and still love child.
Mastery of learning	Find things the same and things different from a family in a story or pictures		
Must learn	<ul style="list-style-type: none"> • There are lots of different family structures • Parents should protect and care for their children. • If they don't children should tell someone • Family members can be different but still love each other. 		
Potential Sticky Knowledge	<ul style="list-style-type: none"> • Sometimes families can be split up • Sometimes parents can't look after their children and someone else has to 		

Personal development through PLTS

Independent Enquirer

- I can ask questions
- I can think of problems to solve
- I can plan and carry out research
- I can look at things from different points of view
- I can decide what information is important
- I can give reasons and evidence to back up my ideas.

Creative Thinker

- I can think of lots of ideas
- I can ask questions about what we are doing
- I can find links between ideas
- I can understand and ask questions about other people's ideas
- I can try out new ideas.
- I can change my ideas and think of new things to try when I need to.

Reflective Learner

- I can say what I have learned and understood
- I can say what I have done well
- I can talk to others about their learning and listen to other people when they talk about my learning.
- I can say what I need to do next
- I can correct and learn from my mistakes
- I can tell different people about my learning
- I can talk about how I have learned.

Team Worker

- I can work well with other people to do a task
- I can help and encourage other people
- I am fair and share with other people.
- I can do different jobs when I work with others
- I can listen to others and respond to their ideas
- I can disagree politely with other people.

Self Manager

- I enjoy a challenge
- I can persevere even when it is difficult to work towards a goal
- I can plan and organize my learning
- I take risks
- I can find help if I need it
- I can change what I am doing if I need to
- I can control my feelings when I meet a problem

Effective Participant

- I can talk about things I care about
- I can give my opinions
- I can suggest ways to help other people
- I can back up my ideas with reasons
- I can suggest ways to change things
- I can understand other people's point of view
- I get involved and take part

PSHEC Sequence of Learning

Curriculum themes and values	Yr 1	Yr2	Yr 3	Yr 4	Yr 5	Yr 6
Exploration autumn 1 Courage Adventure Entrepreneurship Commitment Perseverance Achievement Independence Hope	School and class rules How to manage emotions Safety round exploring	How to make yourself feel good Managing and asking for help with feelings anxiety, courage	Understanding and looking after mental health	Resilience Dealing with different feelings Recognising strength of feelings	Examples of people who have faced challenges Fight / or flight Dealing with setbacks	How are we the same but different? Refugees/ asylum seekers/ trafficking
Heritage autumn 2 Equality Justice Diversity Community cohesion Freedom Respect Self-control Forgiving	Different families including right to feel protected and cared for	Different forms of diversity Use power for good to stand up to bullying and teasing Right to education Online safety	How are we the same but different? Homelessness and child exploitation	Discrimination How are we the same but different? Racism Personal information on line	Understanding and standing up to peer pressure Knowing and liking yourself	Democracy/ everyone has the right to an opinion Countering stereotyping
Cultures spring 1 Creativity Belief Wisdom Diversity Caring for others Joy Compassion Fairness	Celebrating uniqueness and what to do if someone is unkind and teasing'/ bullying Tooth care Guide dogs charity fund raise	Fair/unfair behaviour How to make and maintain friendships Positive and negative physical contact and how to respond	Belonging to groups Feeling left out	How are we the same but different? Pride and LGBT+?	How are we the same but different? Gender Understanding gender identification	Different types of friendship/ relationships Including online/ working friendships/ sexual abuse /harrasment
Growing spring 2 Natural/ world processes Life is precious Respect for living things Creation Self worth/happiness Interdependence Respect for living things Caring Love	Understanding girls and boys and no limits on gender expectations. Safe touches	Healthy eating, physical activity, sleep, hygiene and medicine Private parts	How are we the same but different? Disability Understanding disability including hidden disabilities	Positive relationships/ friendship Telling truth Secrets	Drugs and alcohol Knife crime Bullying including online	Reproduction Managing anxiety and stress
PLSS summer 1 Direction Clarity Patterns Cause and Consequenc	Good secrets What to do if they feel unsafe and	How special people should care for them	Positive family relationships and how to respond if not positive	Safety in the environment Cycle/road safety/ Warning signs	Healthy parent / child relationships FGM	Aspirations Careers

<p>Synergy Interdependence Patience</p>	<p>how to ask for help Strategies to resolve simple arguments Stranger danger Road safety</p>	<p>Keeping safe at home Fire safety Hot liquids electricity Stranger danger When to ask permission</p>		<p>Telling adults where you are going</p>	<p>Forced marriage</p>	
<p>PLSS summer 2 Sustainability Awe Wonder Interdependence Responsibility Mindfulness Honesty Hope Power to make changes happen</p>	<p>Safety in familiar and unfamiliar settings Water safety People who work to keep you safe. How to get help in an emergency</p>	<p>Rules and age restrictions to keep safe Transition to KS 2</p>	<p>Money and saving</p>	<p>Changes in body Good/bad secrets Water safety</p>	<p>Changes during puberty / money</p>	<p>Basic first aid / Transition and celebration of achievements</p>

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for PSHEC in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

We use checking for understanding techniques to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.

Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.

Depth of knowledge is then assessed through end of unit mastery challenges and against the must know understanding detailed in schemes for learning

Personal Development Specific Impact Measures

We are developing the use of Leuven scales to assess children's personal wellbeing and development.

Progression Points against the Core Concepts

End Points EYFS		
Health and well being	Healthy Lifestyles	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
	Growing and Changing (SRE)	
	Keeping Safe	
Relationships	Feelings and emotions	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children
	Healthy relationships	
	Valuing difference	
Living in the wider world	Rights and responsibilities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	Taking care of the environment	
	Financial capability	

Progression Points against the Core Concepts KS 1 and 2

	Progression Point 1 (KS1)	Progression Point 2 (LKS2)	Progression Point 3 (UKS2)
Healthy Lifestyles	<p>Be aware we need a balanced diet to grow, be active and maintain health.</p> <ul style="list-style-type: none"> • Know we need some foods more than others • Be aware being active and looking after yourself are important e.g. brushing teeth 	<p>Know about different food groups for a balanced diet</p> <ul style="list-style-type: none"> • Understand other factors contribute to keeping healthy 	<p>Know that some lifestyles choices can be harmful to our bodies.</p> <ul style="list-style-type: none"> • Understand that the media can have a negative impact on self-esteem
Keeping safe	<ul style="list-style-type: none"> • Know about medicines • Identify safe and unsafe places in the environment 	<ul style="list-style-type: none"> • Know how to minimise risk around personal safety • Know how to keep safe in the home and around water • Know some risky behaviours are illegal 	<p>Know how to resist peer pressure when considering risky behaviour</p> <ul style="list-style-type: none"> • Gain a clearer understanding of the legal and physical consequences of harmful substances
Mental and emotional health including Good to be me	<ul style="list-style-type: none"> • Respect the feelings of others • Manage own emotions • Recognise how own behaviours affect others 	<ul style="list-style-type: none"> • Recognise success and failure are part of the learning process • Know about body language and the messages this can send • Know how own feelings affect behaviour • Understand resilience 	<ul style="list-style-type: none"> • Understand how to build self-esteem • Recognise triggers to own emotions • Know about mental health and how to challenge negative thoughts and feelings • Understand stereotyping
Relationships and sex education	<ul style="list-style-type: none"> • Know similarities and differences between people and girls and boys • Know what is private (body parts) • Know about friendships (being kind/fair etc) 	<ul style="list-style-type: none"> • Know about personal space • Know about healthy relationships and being equal • Understand diversity • Know about changes happening to the body 	<ul style="list-style-type: none"> • Know what puberty is • Know about different types of relationships • Know what is unwanted touch • Know about forced marriage • FGM • Know how babies are made
Living in the wider world including British values and rights and responsibilities	<p>Know about rules</p> <ul style="list-style-type: none"> • Where money comes from • Know about different groups and communities • Know how to look after the environment 	<p>Know links between work and money</p> <ul style="list-style-type: none"> • Know how to look after money • Know about sustainability • Know about the rights of the child 	<ul style="list-style-type: none"> • Know about enterprise • Know about rules and laws and how/why they might be changed • Know how people managed money, know about debt • Know about the media • Know about what they want to be – aspirations

How does Limeside ensure progression in our key knowledge and concepts in Personal Development?

- Curriculum builds on children's personal experiences and then becomes more abstract
- Knowledge taught becomes more in depth
- Children learn to ask questions about issues, explore answers, use different sources, investigate different viewpoints
- Children are expected to develop stronger arguments
- Children learn to see things from different points of view
- Children move from describing to explaining and justifying or challenging
- Children know some rights, recognise that rights compete and come with responsibilities
- Increasing complexity of language and precision expected
- Form opinions, back up their opinions, understand other people's viewpoints,
- Understand that people have needs, recognise different needs, and that these may conflict.
- Identify, describe groups and communities to comparing groups and communities and exploring how these are changing.
- End points provide simple assessment criteria