

**Manor Junior School**

**Curriculum Statement – PSHE+C (Personal, social and health education and citizenship) and Relationship and Sex Education**

**“PSHE education isn’t just another school subject. It’s a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.” – PSHE Association**

Most of PSHE education became compulsory for all schools in September 2020. This covers Relationships Education at key stages 1 and 2 and Health Education from key stage 1 to 4. From September 2021 schools must cover everything outlined in statutory ‘RSHE’ guidance.

Our focus is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

**Our Planning Approach**

**Recall**

Recall and remember previous themes and topics. Introduce learning outcomes for the lesson with children.

**Baseline Assessment**

What do we already know? Explore children’s own responses and experiences to topic. Starter activity to kickstart learning.

**Investigate and Explore**

A range of activities will be used to explore the topic, and children will have opportunity to share what they already know.

**Decision Time**

Children will watch a video and discuss the ideas and concepts. Children suggest what decision the characters in the video should make. There is no ‘right or wrong’, but the children will be shown which option was, for example, the ‘healthy choice’, or the ‘less healthy choice’.

**Activities & Discussions**

A range of activities and discussions will be used to explore the new learning.

**Recap/ End-point Assessment**

Children will discuss given questions to show what they have learnt for that topic. Help for topics covered will be signposted so children are aware of where to go to for support. Closing activity to bring lesson to an end.

**Extension Activities**

Extension activities will be used to enhance children’s learning on a topic and explore it in different contexts. The extension activities allow classes to work in their own time through each topic. There are also website links for each topic, found on the module overviews, to provide teachers will further ideas.

**Short-term Assessment:**

Each topic will have baseline, formative and summative assessments to elicit starting points for children and ensure coverage of the relevant themes within a topic.

**Long-term Assessment:**

These take place at the beginning and the end of each module. Year 3 will carry out a baseline assessment in September and an end-point summative assessment in July. Year 4 will carry out a baseline assessment for the new module in September and the end-point summative assessment for this module will be carried out in Year 6 in July.

**Lesson Timings:**

PSHE will be carried out weekly for up to an hour a week. There is no set timing for lessons or a unit of work, lessons and topics should be adapted based on the children’s prior knowledge and the needs of each class. It is recommended that each unit will be covered for approximately 4 weeks and 3 units will be covered a term. ‘Ask me a question’ sections of the knowledge organisers for each topic can be used as further assessment to ensure appropriate starting points and coverage.

<p><b>Intent – Aims</b></p> <p>We aim for our PSHCE curriculum to be meaningful for every child. We aim for our children to be the best they can be and to leave Manor Junior School as healthy, independent and responsible citizens with the ability to ask questions and make informed choices. Our children will receive a varied and relevant PSHE curriculum that will meet the needs of our school. Local health data and Child &amp; maternal health profile data for the local area will be used to identify priorities and the curriculum adapted as necessary. We aim for our curriculum to provide all pupils with the key knowledge, skills and attributes to become resilient, responsible citizens who are prepared for life today, and tomorrow.</p> <p>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. Pupils will learn about their rights, and the rights of others, as well as the responsibilities they will face as they grow into members of society. They will be given the tools to help them navigate the complex issues of relationships, including online relationships. Pupils are given the strategies to be able to understand their own mental wellbeing and understand when they need to ask for help and advice. We aim for pupils to be emotionally aware, have a sense of belonging, have empathy and have good emotional and communication skills to aid them to progress in future life.</p>	<p><b>Implementation</b></p> <p>Our PSHE curriculum uses a spiral approach to revisit and build on the core modules of:</p> <ul style="list-style-type: none"> <li>• Keeping/staying safe</li> <li>• Keeping/staying healthy</li> <li>• Relationships/Growing and changing</li> <li>• Being responsible</li> <li>• Feelings and emotions</li> <li>• Computer safety</li> <li>• Our World/ The working world</li> <li>• Hazard Watch</li> <li>• A world without justice</li> <li>• Fire safety</li> <li>• First aid</li> </ul> <p>By revisiting these key areas throughout their time in school, pupils will build on prior learning as well as revisit/embed previous ideas and themes.</p> <p>Using the One Decision PSHE programme, modules and related topics will be adjusted as necessary to suit the developing needs of our pupils. The programme will be used flexibly to allow for adaptations in both year groups and individual classes. The core of the programme is a series of documentaries and videos with alternative endings, which enable children to explore various topics in a safe, educational environment.</p> <p>PSHE will be experienced through regular, weekly PSHE lessons as well as enrichment opportunities such as Anti-Bullying Week, Children’s Mental Health Week, celebration assemblies and opportunities to take on roles and responsibilities such as school council and JRSO.</p>
<p><b>Impact</b></p> <p>Our children have become healthy and responsible members of society, equipped with the knowledge and skills to make the right choices in society and be the best they can be. They will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.</p> <p>Each module will have a baseline assessment activity at the beginning of Years 3 and 4, to elicit starting points, and an end-point summative assessment activity to show progress in Years 3 and 6. In addition to this, a range of baseline, formative and summative assessment opportunities are integrated into each lesson.</p> <p>Pupil conferencing and monitoring (lead by the subject lead) will take place to gauge children’s understanding of what they have learnt.</p> <p>By the time children leave Manor Junior School they will have a solid understanding of ways to improve mental and physical wellbeing, as well as the skills to keep themselves safe in a range of situations. At the end of Year 6, pupils will take part in a transition quiz. This data will be used to show the impact of our PSHE curriculum.</p>	<p><b>Curriculum Links with other subjects and enrichment opportunities</b></p> <ul style="list-style-type: none"> <li>• Computing – E-safety</li> <li>• Science – human body, life cycles, environment, dental health</li> <li>• RE – cultures, relationships</li> <li>• History – society, citizenship</li> <li>• DT – food, healthy diets</li> <li>• Geography – environment</li> <li>• PE/Games – impact on physical/emotional health</li> <li>• School values. Rules</li> </ul>

Curriculum Overview: PSHE & RSHE at Manor Junior School

	Autumn Term			Spring Term			Summer Term		
	Keeping/Staying Safe	Keeping/Staying Healthy	Relationships	Being Responsible	Feelings and Emotions	Computer Safety	Our World	Fire Safety	Hazard Watch
<b>Year 3</b>	Baseline assessment  Staying safe  Leaning out of windows  Summative assessment	Baseline assessment  Medicine  Summative assessment	Baseline assessment  Touch  Summative assessment	Baseline assessment  Stealing  Summative assessment	Baseline assessment  Grief  Summative assessment	Baseline assessment  Making friends online  Summative assessment	Baseline assessment  Looking after our world  Summative assessment	Baseline assessment  Enya and Deedee visit the fire station	Baseline assessment  Is it safe to eat or drink?  Is it safe to play with?  Summative assessment
	Keeping/Staying Safe	Keeping/Staying Healthy	Growing and Changing	Being Responsible	Feelings and Emotions	Computer Safety	The Working World	A World Without Judgement	First Aid
<b>Year 4</b>	Baseline Assessment  Water safety	Baseline assessment  Healthy living	Baseline assessment  Appropriate touch (Relationships)	Baseline assessment  Coming home on time	Baseline assessment  Jealousy	Baseline assessment  Online bullying	Baseline assessment  Chores at home	Baseline assessment  Breaking down barriers	Baseline assessment  First aid
<b>Year 5</b>	Peer pressure  Adults' & Children's views	Smoking  Adults' & Children's views	Puberty  Adults' & Children's views	Looking out for others  Adults' & Children's views	Anger  Adults' & Children's views	Image Sharing  Adults' & Children's views	Enterprise  Adults' & Children's views	Inclusion and acceptance  Adults' & Children's views	First aid
<b>Year 6</b>	Cycle safety  Summative assessment	Alcohol  Summative assessment	Conception  Summative assessment	Stealing  Summative assessment	Worry  Summative assessment	Making friends online  Summative assessment	In-app purchases  Summative assessment	British Values  Summative assessment	First Aid (Part 1 & Part 2)  Summative assessment  *Transition Quiz