



### Intent

St Mary's Church of England Academy is committed to providing a high quality educational experience for all pupils. Our curriculum is determined and underpinned by the school's Christian vision, mission statement, physical and mental wellbeing and Building Learning Power.

At St Mary's Church of England Academy we aim to help children to be:

- Ready to learn: Children have a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
- Resourceful: Children show initiative, ask well thought out questions and are prepared to use a variety of strategies to learn.
- Reflective: Children are curious, able and willing to learn from their mistakes and can describe their progress
- Resilient: Children are prepared to persevere and stay involved in their learning, even when the process is challenging.
- Reciprocal: Children are prepared to help each other and work as a team.

Our personal, social and health education (PSHE) curriculum brings together citizenship with personal well-being, relationships, economic well-being and life education whilst promoting our school values. PSHE is taught through timetabled lessons and is also integrated into our subject curriculums. It is reinforced throughout the wider curriculum e.g. assemblies, SMSC & Wellbeing days, educational visits and extra-curricular clubs and activities too. We offer a consistent approach to PSHE where every year group is taught through a whole school Programme, Jigsaw. Jigsaw, the Mindful approach to PSHE, covers all statutory requirements, spiralling the learning in an age-appropriate way, which enables our children to become healthy, independent and responsible citizens. Additionally, at the start of each academic year, each class works through the Seeds of Happiness course to understand the science of happiness and to develop a range of strategies to promote their own happiness.

Our PSHE curriculum promotes and coincides with the spiritual, moral, cultural, mental and physical development of our pupils which helps when preparing them for the wider world. Children at Elveden Academy are encouraged to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.

At St Mary's Church of England Academy we follow statutory government guidance for teaching Relationships and Sex Education as part of PSHE. This is taught age appropriately, for every year group, in the second half of summer term. Parents are provided with letters prior to Relationships and Sex Education being taught. High quality Relationships and Sex Education helps create safe school communities in which pupils can grow, learn, and develop positive, healthy, behaviour for life.



It is essential that children learn to:

- Develop interpersonal and communication skills
- Learn scientific names for body parts
- Value, care and respect for their bodies
- Develop loving, caring relationships based on mutual respect
- Be prepared for puberty and the emotional and physical effects of body change

Our intention is to develop the whole child to provide them with the knowledge, skills and attributes needed to protect and enhance their wellbeing. Through lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Work is carried out with our 'building learning power attitudes' in mind, so that all children feel inspired to achieve and believe in themselves, creating active, confident members of the community. Lessons will provide our children with the knowledge they need to stay safe and to know when and how they can ask for help.

### **Implementation**

Across KS2, all our children record their PSHE/RSE work in their Jigsaw Journals and within KS1, learning is captured within Class Floorbooks. Here, they record their activities and their reflections of what they are learning about. These reflective journals and floorbooks allow for assessment for learning opportunities which enable self-evaluation and allow the teachers to evaluate and assess learning. These personalised journals then become a valuable reflective tool that supports their progress in RSHE learning throughout the school years and the floorbooks enable children to collectively review the learning that has taken place.

### **In EYFS:**

The provision is planned to ensure development in Physical, Social and Emotional Development (PSED), which occurs daily. In provision, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice.

### **In KS1 and KS2:**

We use the Jigsaw, the Mindful approach to RSHE to inform our curriculum planning. It covers all of the required objectives and fulfils the requirements of 2020 Statutory Relationships and Health Education through a broad and balanced curriculum. Some of the topics included in the Relationship & Health programme of study are: Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being



safe, Mental wellbeing, Internet safety, Physical health & fitness, Healthy eating, Drugs, alcohol & tobacco, Health and prevention, Basic First aid and Changing adolescent body.

In addition, PSHE is integrated into our curriculum through our School Learning Behaviours and whole school activities: such as Circle Time, School Council Meetings, Eco Council, discussion groups or through specifically themed weeks, such as Mental Health Day, Children's Mental Health Week, Black History Month, World Kindness Day Earth Day and Anti-Bullying Week.

### **Impact**

- Children know how to keep themselves and others safe.
- Children demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Children have an understanding about relationships, friendships and how to communicate with people.
- Children are able to talk about Wellbeing and recognise what they can do to improve their own wellbeing.
- Children demonstrate a healthy outlook towards school and can recognise what makes an effective learner.
- Children have emotional resiliency and become responsible members of society.
- Children are prepared for their 'life' journey and work in modern Britain.

As a result of this, children achieve age-related expectations across the wider curriculum. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use the PSHE programme (adapting it where necessary to ensure it suits all pupils' needs) to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions now and in later life. Through PSHE and RSE, the children will develop the vocabulary and confidence needed to articulate their thoughts and feelings in a safe, trusting, respectful environment taking what they have learnt to their everyday interactions from the classroom to the wider community.