



# RSHE & PSHE

## Intent, Implementation and Impact Statement

This document outlines: the intent and rationale behind the RSHE & PSHE curriculum at Beaconside Primary & Nursery School, how we deliver it and how we measure pupil progress.

# Intent

Beaconside Primary and Nursery School's RSHE & PSHE curriculum offer aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Our curriculum covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education, it aligns with the PSHE Association Programme of Study and also meets the requirement of the National Curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).'

Children's learning through our offer would significantly contribute to their personal development including aspects such as resilience, confidence, independence, and how to keep mentally healthy as set out in the Ofsted Inspection Framework. The curriculum will teach them about how their brains work and how to manage their emotions. It is proactive, teaching preventative habits based on neuroscience and positive psychology, rather than waiting for children to struggle before offering support.

Our curriculum promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty alongside our own school learning values of communication, reflection, independent, ambition and responsibility.

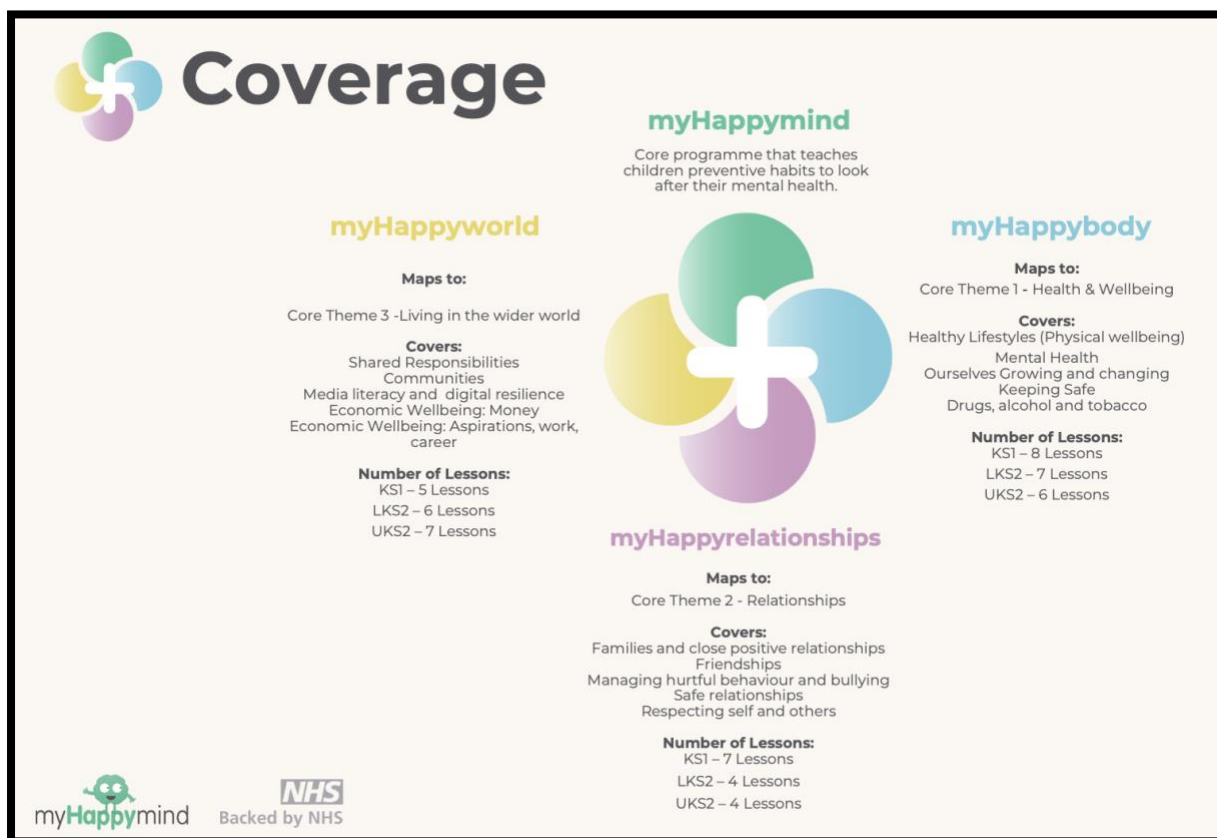
Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

# Implementation

The Beaconside approach to RSHE and PSHE is predominantly based on the My Happy Mind and My Happy Mind Plus programme. This whole-school PSHE curriculum is a science-backed programme grounded in the latest science and research about what it takes to create positive wellbeing.

The programme is made up of 4 core strands:

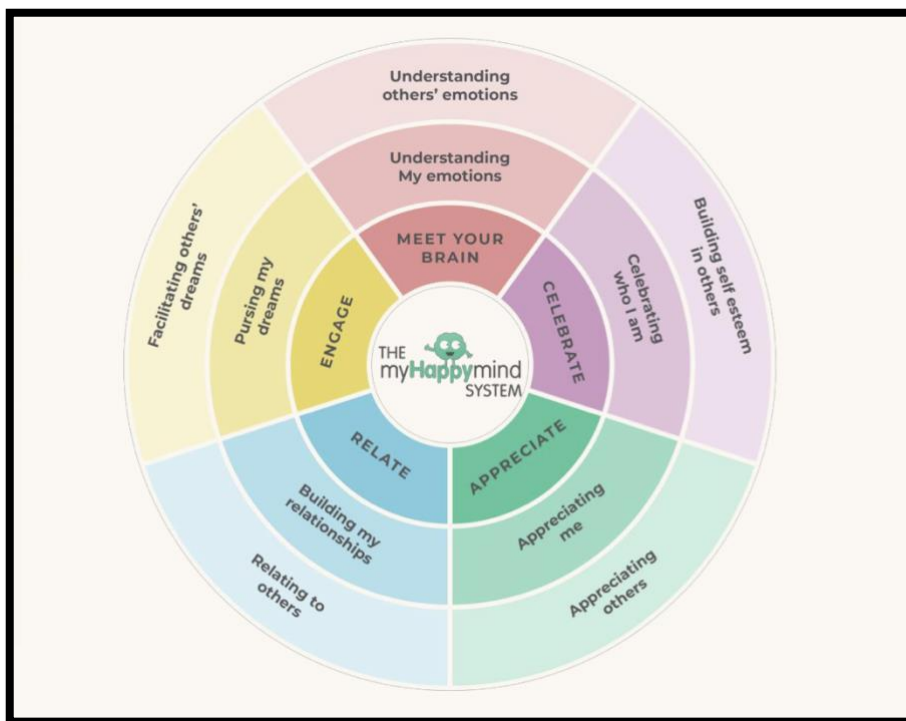
- **myHappymind** – the main programme designed to build positive mental health, resilience and wellbeing in children
- **myHappybody** – covering Health & Wellbeing objectives
- **myHappyrelationships** – covering Relationships objectives
- **myHappyworld** – exploring topics around Living in the Wider World



# Implementation

The My Happy Mind component is an NHS-backed programme focused on building resilience, self-esteem and happiness in children. It is built on a systemic approach and contains three key programmes: one for children, delivered in school, a parent app to support parents from home and a CPD certified staff package which supports the wellbeing of all staff in the school.

Each year group from Early Years to Year 6 has an age-appropriate unit of this spiral curriculum, with Year 6 focusing on transition. Lessons will take place weekly.



Our wider RSHE and PSHE curriculum is based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements they refer to the PSHE Association Programme of Study which is recommended by the DfE. Additional lessons on naming parts of the body are included in Key Stage 1, lessons on puberty in Years 4 & 5 and sex education has been included in line with the DfE recommendations and is covered in Year 6.

To meet the identified needs of our pupils, we have further supplemented the curriculum with additional on-line safety lessons and practical first aid training in Year 1 and Year 5.

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

## Implementation

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, technology-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

Planning provides guidance for teachers on how to adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are also available if required.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle.

The role of parents and carers is valued, and the parent app ensures that we include them in their children's learning and provide support to promote well-being at home.

Additional documents are available to exemplify the implementation of RSHE and PSHE, such as year group overviews, module overviews and lesson plans, module progression maps and PSHE Association objective mapping document.

# Impact

Our approach to learning will allow teachers to assess children against the expected outcomes for RSHE and PSHE. The impact of our curriculum can be constantly monitored through both formative and summative assessment opportunities.

A clear learning intention and success criteria for every lesson will provide the basis of both the teacher and pupil being able to assess if the desired outcome has been achieved within a lesson.

Progress (knowing more and remembering more) is assessed using a variety of formative assessment tools. Formative assessment tools are a range of procedures/activities that provide information to enable teachers to adjust instruction, adapt their teaching and provide feedback. These tools will include, but not restricted to:

- Questioning: teachers ask a range of questions, in various ways, to gauge pupil understanding, identify knowledge gaps, and tailor instruction to meet individual need
- Think-Pair-Share: pupils individually think about a question, discuss it with a partner, and then share their thoughts with the class
- Whiteboard Checks: pupils write down answers or solutions on whiteboards for the teacher to read/assess
- Quizzes: low-stakes, brief quizzes to gauge understanding
- Self-Assessments: pupils reflect on their own learning and understanding
- Peer Assessments: pupils provide feedback to each other's work or ideas
- Observation: teachers observe pupils' work and participation to assess understanding
- Hand Signals: Students can use hand gestures to indicate their understanding of a concept.

These tools are all evidence-based strategies and promote the following:

- Clarifying, sharing and understanding learning intentions and success criteria
- Engineering effective discussions, tasks, and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning.

Children will be enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others.

They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part.

The curriculum will support the active development of our school culture prioritising physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the

# Impact

wellbeing of those around them.

The curriculum will have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem, positively impact wellbeing, safeguarding and SMSC outcomes.

Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. This can ensure that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.