

Askwith Primary School

PSHE rationale

PSHE enables pupils to develop the necessary knowledge, skills and attributes required to manage their lives both now and in the future; thus preparing them to become active citizens in modern Britain. PSHE is a vehicle by which the pupils of Askwith Primary School can build character.

'A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.'

PSHE Association, <https://pshe-association.org.uk/our-vision/evidence-and-research>

Having an understanding of the three core themes of PSHE is integral in enabling all pupils to develop an understanding of themselves and others and will support their future towards become active citizens.

At Askwith Primary School, we believe that all children's education begins in Early Years. As a result, our curriculum offer for PSHE begins in Early Years and is directly linked to the prime areas of learning, particularly in relation to children's personal, social and emotional development (PSED). It is aligned to the Early Years Framework and shows the sequential steps of essential knowledge acquired from Reception to Year 6.

'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Statutory Framework, 2021

PSHE curriculum: why this, why now?

Askwith Primary School's PSHE curriculum supports pupils to thrive in a time of rapid change, we plan units of essential knowledge based on the three core themes, each of which are divided into three key areas.

Relationships	Living in the wider world	Health and Wellbeing
<ul style="list-style-type: none">Families and friendshipsSafe relationshipsRespecting ourselves and others	<ul style="list-style-type: none">Belonging to a communityMedia literacy and digital resilienceMoney and work	<ul style="list-style-type: none">Physical and mental wellbeingGrowing and changingKeeping safe

The PSHE curriculum is a spiral curriculum and assemblies, global themes and family groups offer the opportunity to explore concepts from the three core themes further and allow

children to share their knowledge. Assemblies are planned termly with links to PSHE and mental health identified.

The monoculture of Askwith could be viewed as a challenge, this will be addressed throughout the PSHE curriculum/assemblies/global themes/family groups to help our pupils to understand the similarities and differences between people, their opportunities and potential challenges that they may face.

Relationships and Sex Education (RSE)

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity
- RSE involves a combination of sharing information, and exploring issues and values
- RSE is not about the promotion of sexual activity

It is statutory for all children in primary schools to receive Relationships and Health Education that complements, rather than duplicates, any content covered within the curriculum (see Askwith Primary School's Relationships and Sex Education policy). Our school PSHE curriculum is comprehensive and incorporates all of the statutory aspects of Relationships and Health Education.

The main aims of relationships and sex education (RSE) at our school are to:

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help pupils to develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies

Lesbian, Gay, Bisexual and Transgender (LGBT)

At Askwith the teaching of LGBT will be integrated into all areas of PSHE, family groups and assemblies where appropriate. Discussions around LGBT will also be integrated, where appropriate, into learning around the core theme of relationships.

'In teaching Relationships Education, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.'

(DFE 2019 - RSE Statutory Guidance)

Substantive and disciplinary knowledge in PSHE

Substantive knowledge in PSHE is threaded throughout each of the three core themes. Substantive knowledge can be categorised as declarative knowledge - the 'know what' and procedural knowledge - the 'know how'. For example, declarative knowledge would be knowing the different ways to access online content and the procedural knowledge would be knowing how to stay safe whilst accessing this online content (Living in the wider world: Media literacy and digital resilience).

Disciplinary knowledge in PSHE is the interpretation of themselves and how to support themselves and others through applying the substantive knowledge to their own lives and to changes. The children will be provided with opportunities to make their own choices and share these with others.

Reading opportunities in PSHE

Reading underpins our entire curriculum. Key texts and pieces of information are carefully selected ensuring that the content and reading age are appropriate. Key texts are on display and made available for the children to access during daily 'reading for pleasure' time.

SMSC in PSHE

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the PSHE curriculum:

SMSC will be threaded throughout assemblies, family groups and formal lessons of PSHE.

Spiritual education in PSHE involves pupils becoming more reflective about their own experiences, what they know and believe. It will support them to show an enjoyment of learning about themselves and others and an awe and wonder of the diverse world that they live in.

Moral education in PSHE involves pupils recognising the difference between right and wrong and how this can be utilised within their day-to-day lives. They will understand that actions have consequences. Pupils are given the opportunity to explore moral dilemmas about right and wrong, good and bad etc. They are able to make personal responses whilst considering other peoples' responses to moral issues.

Social education in PSHE involves the development of the pupils' social skills in different environments which will improve their confidence and willingness to participate in a range of things. A developing awareness of the similarities and differences between groups of people

and different cultures is reflected in their relationships with others and their ability to work together co-operatively.

Cultural education in PSHE involves the pupils developing their understanding and appreciation of different cultures within school, Britain and the wider world thus embracing diversity. The pupils are given the opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and multi-cultural society.

Fundamental British Values is an integral part of PSHE and will be threaded through PSHE lessons, assemblies, global themes and family groups.

Enhancements in PSHE

At Askwith School we have a carefully planned rolling programme of enhancements to ensure that all year groups are exposed to a wide range of opportunities that enhance children's knowledge and cultural capital in all subjects. For example, visitors are invited in to talk to children so that children can have future aspirations. As a school, we have a conscious effort to break down the gender stereotypes in the STEM subjects and ensure there is a balance of male and female visitors to promote gender equality in design and technology.

PSHE improvement priorities

PSHE will be monitored throughout 2024-2025 to identify any emerging priorities.

Reviewed: September 2024