

## Curriculum Statement for PSHE & RSE



Intent	<p>At Brookfields school we aim to create a climate in which pupils use PSHE &amp; RSE with purpose and enjoyment through learning opportunities that are motivating and meaningful and where skills and experiences are acquired in a flexible manner, where knowledge and attributes gained will support their own and others wellbeing and attainment in order to give them the skill set to becoming successful and happy adults who make a meaningful contribution to society.</p> <p>The curriculum supports children to make connections between areas of learning which relate to developing independence and key skills for life, that promotes communication, independence, emotional resilience and the development of self-help skills.</p> <p>The scheme will support pupils to reflect on their experiences and understand how they are developing socially, emotionally, morally, spiritually and culturally. This will support them to live healthy, safe fulfilled and responsible lives. Pupil's mental and emotional wellbeing is promoted and supported through individual programmes, group sessions and embedded into the ethos of the school through the nurture schools principals.</p> <p>The following key areas underpin our 'PSHE &amp; RSE' curriculum.</p> <ul style="list-style-type: none"> <li>• Develop skills for life that promote healthy and independent lives.</li> <li>• Be able to demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges.</li> <li>• To understand how to express their views, and listen to and show respect for the views of others.</li> <li>• The ability to make choices about how to develop healthy lifestyles.</li> <li>• The ability to identify some factors that affect emotional/mental health and well-being.</li> <li>• Ability to identify different types of relationships and show ways to maintain good relationships.</li> <li>• To learn how to stay healthy and safe, physically and mentally including relationships and online.</li> <li>• Learn about topical issues, problems and events.</li> <li>• Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules.</li> <li>• Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices.</li> <li>• Show an appreciation of the diversity of religious, and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society.</li> <li>• Ensures that all aspects of the statutory 'relationships, sex and health' education curriculum is accessible for pupils with SEND.</li> <li>• Understand the meaning of the British Values and how they support harmony within their own and wider communities.</li> <li>• How the impact of spiritual, moral, social and cultural is embedded into the school ethos.</li> </ul>
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<b>Implementation</b>	The scheme of work will form the basis of planning for PSHE & RSE. The scheme is supported by Equals, SEAL units, SMSC, Squared assessment and national curriculum. It includes the statutory RSE & health education and the Unicef UK Rights Respecting Schools Award framework (RRSA) which aims to embed the UN convention of the 'Rights of the Child' within the school's ethos and culture. The scheme details for each key stage are as follows:
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<b>Pathway</b>	Early Learners The EYFS	The Explorers KS1 & 2	Adventurers KS1 & 2
<b>Long Term Plan &amp; Links to scheme, RHSE, SMSC and British Values.</b>	Building Relationships.  Self-Regulation.  Managing Self.  Physical Development	PSHE skill development Independence skills Dressing skills Feeding skills Self-help skills Healthy Eating & diet Physical Development/gross motor/fine motor. Sensory Diets Mental health and wellbeing Behaviour for learning Early reading skills. Managing feelings Self-confidence and awareness Occupational Therapy	Routines Personal hygiene Dressing Self-help skills Feeding Cooking for myself Food group <b>Social</b> Sharing Turn taking Waiting Social cues Friendships Working with others Playing and initiating play Safety and danger Road safety and danger

		<p><b>Semi-formal curriculum Scheme</b></p> <p>All about me/families and people who care for me/respectful relationships</p> <p>Similarities and differences/caring friendships/respectful relationships</p> <p>Choices and consequences/Respectful relationships</p> <p>The needs of others/Caring friendships/families and people</p> <p>Keeping my body healthy/Physical health and fitness/healthy eating</p> <p>Naming body parts/sex education</p> <p>Dealing with my feelings/Mental well being</p> <p>Being a friend/Caring friendships/respectful relationships</p> <p>Family and school/Families and people who care for me</p> <p>My community/Respectful relationships</p>	<p>Transport</p> <p><b>Emotional</b></p> <p>CHESS- Behaviour for learning</p> <p>Emotional literacy</p> <p><b>Semi-formal curriculum</b></p> <p>Taking responsibility towards other/respectful relationships</p> <p>Staying Safe/internet safety and being safe</p> <p>Rules</p> <p>Topical issues</p> <p>Playing and learning together/Respectful relationships</p> <p>Safety in the community</p> <p>Recycling</p> <p>Growing and changing/sex education</p> <p>Resisting pressure to do wrong/Respectful relationships</p> <p>My special day/families and people who care for me</p> <p>Being aware of my ability/mental well being</p> <p>Friends/caring friendship</p> <p>Global issues</p> <p>Valuing money</p> <p>Democracy</p>
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<b>Resources</b>	<p>PE Hall</p> <p>Light room</p> <p>Soft play area</p> <p>PSHE cupboard</p>	<p>School nurse</p> <p>Family support worker</p> <p>PSHE cupboard</p> <p>Schools Occupational Therapist</p>	<p>School nurse</p> <p>Family support worker</p> <p>PSHE cupboard</p> <p>Schools Occupational Therapist</p>
<b>Specialist Provision</b>	<p>Teaching teams</p> <p>Play based learning</p>	<p>Developing social communication(SALT)</p> <p>Supporting sensory processing difficulties(O.T)</p>	<p>Follow the semi-formal curriculum and access the range of subjects modified in the light of their development level</p>
<b>Cross Curriculum links</b>	<p>Understanding the world</p> <p>Technology</p> <p>People and communities</p> <p>Exploring and using media and materials.</p> <p>Listening, speaking</p>	<p>Speaking/listening and attention</p> <p>Early reading</p> <p>Early writing</p> <p>Thinking and problem solving</p> <p>Enquiring</p> <p>Exploring my world</p>	<p>Listening</p> <p>Speaking</p> <p>Reading/writing</p> <p>Using and applying</p> <p>Understanding the world</p> <p>Behaviour for learning</p> <p>RE</p>

	Reading/Writing	Exploring technology RE	History
<b>Enrichment</b>	Educational visits Swimming Outdoor areas	Educational visits Swimming Outdoor areas After school clubs	Educational visits Swimming Outdoor areas After school clubs Girls group

The subject leader leads the subject by monitoring teaching and learning, reviewing progress through B-Squared data, IEP's, auditing resources and implementing and reviewing the subject policy. Our assessment system enables teachers to make informal judgement about the progression of the children's learning.

National Curriculum and skills coverage will be monitored by subject leaders through medium and long term planning scrutiny and regular staff meetings. Scrutiny of subjects will also be provided during lesson observations, learning walks and termly moderation meetings in conjunction with the Leadership team and Governors.

### **The Explorers**

Will work towards developing the prerequisite skills required to access the semi-formal curriculum

### **The Adventurers**

Follow a personalised pathway which links to individual interests. Pupils will engage in subject specific learning.

### **Pupil/Parent voice**

Parents have opportunities to comment on progress throughout the year, through regular email contact, phone calls, face to face and parents evenings. One of the comments are as follows: "What a brilliant year. We are over the moon with his progress. He loves going to school which is a true sign of progress. His speech is amazing us every day and his anxieties are easing all the time. Thank you all." (Reception parent)



All children have varied opportunities to learn and play alongside each other, building on skills for life such as communication, understanding, social, moral and developing relationships, following the 'Nurture principles' as follows:

- Children's learning is understood.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of communication
- All behaviour in communication
- The importance of transition on children's lives.