

Intent

At Brookfields school we aim to create a climate in which pupils use PSHE & RSE with purpose and enjoyment, rehearsing and embedding the practical skills and understanding they will need to lead independent and fulfilling lives, and enjoy safe and healthy relationships developing skills that prepare them for modern life. This is promoted through learning opportunities that are motivating and meaningful and where skills and experiences are acquired in a flexible manner. Knowledge and attributes gained will support their own and others wellbeing, develop key skills for life, communication, self-help and emotional resilience.

The scheme of work supports pupils to reflect on their experiences and understand how they are developing socially, emotionally, morally, spiritually, and culturally. 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 school's principles.

The following key areas underpin our 'PSHE & RSE' curriculum.

- Development of skills for life that promote healthy and independent lives.
- Be able to demonstrate that they recognise their own worth and that of others and identify positive ways to face new challenges.
- To understand how to express their views, to be listened to and show respect for the views of others.
- The ability to make choices about how to develop healthy lifestyles.
- The ability to identify some factors that affect emotional/mental health and well-being and how and who to ask for help.
- The ability to identify different types of relationships and show ways to maintain good relationships.
- To learn how to stay healthy and safe, physically and mentally including relationships and online.
- To learn about topical issues, community issues, problems and events.
- To 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.
- To demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices.
- To show an appreciation of the diversity of religious, and ethnic identities in the United Kingdom and have some understanding of the different beliefs and values in society.
- To ensure that all aspects of the statutory 'relationships, sex and health' education curriculum is accessible for pupils with SEND.
- To understand the meaning of 'British Values' and how they support harmony within their own and wider communities.
- The importance of the impact of spiritual, moral, social and cultural being embedded into the school ethos.

implementation	<p>The scheme of work forms the basis of planning for PSHE & RSE and is a sequenced, spiral programme that builds on prior learning as pupils progress through the school. The scheme is supported by Equals, RSE framework, British Values, SMSC, B squared and the National Curriculum. It includes the statutory RSE & health education and the UNICEF UK Rights Respecting Schools Award (RRSA) which aims to embed the UN convention of the 'Rights of the Child' within the school's ethos and culture.</p> <p>Within our RSE curriculum we aim to put in place the key building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.</p> <p>Enhancing 'Cultural Capital' through our enriching PSHE & RSE curriculum is a priority. Pupils are given opportunities and experiences to engage in activities and enrichment that they may not have had the opportunity to experience outside of the school environment. All children have varied opportunities to learn, interact and play alongside each other, building on skills for life such as communication, understanding, social development, moral understanding and developing relationships. Teaching teams enable this by following the 'Nurture principles as follows:</p> <ul style="list-style-type: none"> ○ 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 is communication ○ The importance of transition on children's lives. <p>The curriculum can be adapted to meet the needs of individual pupils. Pupils develop knowledge and skills at a level appropriate to their development stage and alongside all the other qualities that we strive for all children to learn whilst on their learning journey at Brookfields.</p> <p>The scheme details for each key stage are as follows:</p>
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Subject overview: Cycle A / Dealing with feelings & being safe online across all years and terms.

	Autumn	Spring	Summer
Year one	All about me.	Choices and consequences/including e safety.	Keeping my body/mind healthy

Year two	Being a friend	My community	Keeping myself safe/healthy
Year three	Taking responsibility towards others	Rules	Playing and learning together
Year four	Recycling	Growing and changing	Special days
Year five	Friends	Valuing money	Racism, teasing and online bullying.
Year six	My family	Sex education/ How I am changing.	Jobs and the future

Subject overview: Cycle B/ Dealing with feelings & being safe online across all years and terms.

	Autumn	Spring	Summer
Year one	Similarities and differences	Needs of others	Sex education/my body
Year two	Family and school	The local environment	Safe medicine and drug awareness
Year three	Staying safe	Topical issues	Safety in the community

Year four	Topical issues	Resisting pressure	Mental well-being and happiness
Year five	Global topical issues	Democracy, volunteering, community and pressure groups	How to stay safe & healthy
Year six	Topical issues/taking action	Respecting privacy	Change

impact

As a result of the curriculum, all children will understand the importance of PSHE & RSE, SMSC, British Values and the effects it can have on life in and out of school, this will be evident through termly pupil voice/ feedback and holistic learning . Progress and impact will be tracked through assessment such as Bsquared and also through observations, IEP's, learning walks and topic books. This enables us to identify future learning needs and what is working well and what is not. Progress may entail very small steps which are consolidated and then reinforced by re-visiting the childrens original learning.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience, and empathy we can give them a firm foundation for the future. The spiral approach of the programme ensures it has continuity and progression in a developmentally appropriate manner. By the end of Year 6 we intend for our children to have an understanding and knowledge of how to be healthy, independent, and how to make informed choices that will support them in becoming a responsible member of society and to have skills that will support them to develop positive, healthy, and safe relationships in school at home and in the community.

The PSHE & RSE scheme will also help them understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up in a modern society. Our curriculum allows pupils to learn about rights and respect and how to appreciate what it means to be a member of a diverse society, but more importantly how to live a happy life, as they progress into the next stage of their lives and prepare for life's opportunities.

