



PSHE and RHE at The Orchard



The Orchard Framework of Intent is taught across school from Early Years through to Year 6, enabling a seamless transition through the key stages. The Orchard curriculum is a personalised and developmental curriculum that follows the philosophy and pedagogy of Early Years education. Each subject area works towards the Early Learning Goals (ELG) and beyond with additional content that we feel is important for our pupils at Orchard. Communication is at the heart of our curriculum that is promoted throughout all the subject areas. Each subject leader monitors the planning, teaching, and learning of all children across school from EYFS to Year 6, ensuring meeting all requirements for statutory content for those pupils in the Early Years Foundation stage.

Intent

The purpose of PSHE is to develop awareness and understanding of self and others physically, emotionally and socially. Pupils learn about keeping safe, keeping healthy, developing healthy and positive relationships, develop resilience and act upon learned methods to manage their own responses. PSHE helps to give children the knowledge, skills and understanding they need to lead as confident, healthy and independent lives as possible.

The Orchard Framework of Intent gives an overview of skills and understanding of a typical developing child at each development STEP. This gives a good guide to aid in the planning and delivery activities to ensure they are at the appropriate level for each pupil.

This curriculum has been designed to ensure that each pupil maintains a personalised focus to their own key needs of learning. PSHE coverage includes:

1. Teaching and learning through focused half-termly **PSHE topics** which supports understanding of positive relationships and good understanding of health, linked to the statutory 'relationships and health'. Each half termly topic has a focus event day which will be for the whole school either at the same time or within departments.

In addition, each half term has a '**keeping safe**' focus. This links to the topic for the half term or links to a national event such as 'anti-bullying' week or 'internet safety' week. This is taught at an appropriate level from step 10 onwards

2. Identifying **key focus elements** to permeate all areas of the curriculum where opportunities for specific identified development are catered for/ taught throughout the day. (taken from the three **PSED** areas- making relationships; self-confidence- self-awareness; managing feelings and behaviour)

Outcomes within STEPS 1-3 focus on adult led interactions through emerging awareness and responses to a range of people and objects and sensory stimuli. From Step 4 of the Framework of Intent, there are specific outcomes in three distinct areas to map out development in:

- **Building Relationships**
- **Managing Self** (includes health and self-care- refer to independence curriculum)
- **Self-regulation**

Each pupil may have a specific PSED area that has been identified for specific need, e.g. in managing their own behaviour or developing confidence to develop a 'have a go' attitude to learning. These link to the child's EHCP.

By embedding teaching and learning through other curriculum areas and with focused discrete lessons each pupil will access teaching and learning to meet their individualised/ personalised needs. Skills will also be planned for, and taught, in partnership with home.

Healthy living is a key aspect of learning. Healthy eating and exercise should be promoted throughout as appropriate, not just in Healthy School Week.

Aspects of Health are also covered via links to the Independence curriculum in a Health strand. (Refer to Independence guide). Aspects of Physical Exercise for health clearly link to the physical (PE/ Moving) curriculum.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Family	Caring friendships	Feelings	Keeping Healthy	Community and the Wider World	Changes
Supporting event: <i>Meet my family activity morning.</i>	Supporting event: <i>World Kindness Day</i>	Supporting event: <i>World Happiness Day</i>	Supporting event: <i>Healthy School Week.</i>	Supporting event: <i>Family Fun Day International Day of Families (UN)</i>	Supporting event: <i>Achievement assemblies. Leaver's assembly/Prom.</i>
Throughout: Keeping Safe – Asking for help/Understanding privacy/Keeping healthy (healthy eating)/Being safe in the sun/MFB/MR/SCSA developing skills as appropriate*/ Hand washing (bacteria).					
Awareness training Parents – Online relationships/ Online safety (mobile phones/ I-pad/ social media/ Access to Internet					

RHE links					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE: Families and people who care for me.	RE: Caring Friendships. RE: Respectful relationships. RE: Online relationships*	HE: Mental wellbeing . HE: Physical Health and Fitness.	HE: Physical Health and Fitness. HE: Basic first aid* HE: Health and prevention. HE: Healthy eating	RE: Families and people who care for me. RE: Caring Friendships. RE: Respectful relationships.	RE: Being safe HE: Changing adolescent body*
Throughout: RE – Online relationships / Being Safe (different elements each term) : HE – Mental Wellbeing/ Internet safety and harms/ Healthy Eating					

Implementation

PSHE is taught to all pupils.

1. **Teachers will plan weekly PSHE linked to the current half-termly topic**, (see grid below). Each topic covers a key area and covers the required statutory RHE curriculum. Content will be adapted to make appropriate for the age and developmental level of the pupils in the group. All topics should be covered by the end of the year.

There may be opportunity to link to other areas of the curriculum, but the planning must be clear in showing what is being taught for this PSHE area.

Each half term has a keeping safe focus. This will link into national events where possible and include information shared with families. The Keeping safe focus is referenced on the topic guide for the half term and here is also information on the keeping safe overview in the PSHE subject folder on the server where you will also find resources.

2. **Teachers will identify a key area of focus for each child – ONE from each area: Self Regulation (steps labelled MFB), Building Relationships (steps labelled MR), Managing Self (steps labelled SC-SA). The self-care part of Managing self is covered in the Independence curriculum at Orchard.**

These may link directly into the topic or may have been chosen for specific need for an individual pupil, (e.g. in focusing on a specific aspect of personalised learning across the curriculum areas)

Planning for teaching of PSHE will depend on the nature of the group and where they fall within the STEPS development. For some, group work will be appropriate and for others individual teaching and learning will be more beneficial. Some of the knowledge and skills will need to be broken down into smaller steps of learning. The teacher is the best judge of this and will plan for the best methods of teaching to maximise the learning opportunities for each child. But activities should be linked to the half termly topic for PSHE and link to other areas as appropriate.

Clear planning and recording is essential. There should be objectives for each session with a robust method of recording which can identify the journey of learning made by each child from week to week, including where changes were made to address misconceptions or develop a wide breadth of experiences to check on learning.

There is a half termly planning guide for each topic. Where the class is better served with individual teaching and learning there are individual planning sheets also provided.

Other key areas to include in school/class life:

- **Fundamental British Values** (FBV) is integrated (as appropriate) through the curriculum and school life.

FBV areas are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs and for those without faith.

➤ **SMSC -Spiritual, Moral, Social and Cultural learning**

SMSC is an integrated aspect of PSHE and the RE curriculum. It underpins personal development across the school curriculum and also links in to FBV in promoting equality, understanding and celebrating the diversity of the school and wider community. There are a number of events that school mark across the year that demonstrate awareness of the wider community and how we play our part in that. In planning activities teachers should be mindful of how to explore:

Spiritual- Being reflective about their own experiences, feelings and values. Enjoying learning about themselves and others and the world around them.

Moral – recognising the difference between right and wrong and understand the consequences of their own behaviour and actions.

Social – develop social skills in different contexts and with different people. Understanding the need to follow social rules.

Cultural – develop some awareness and understanding of their own cultural heritage and that of others. Participate in different artistic, musical and cultural opportunities.

SMSC

Elements of SMSC will be recognised and celebrated through Evidence for Learning.

Sex Education

Orchard School has always offered a simple programme as part of transition term, (summer 2), for identified year 5 and 6 pupils. The areas covered in this programme are now part of the Relationships and Health curriculum which became statutory from September 2020. At the Orchard this is now part of the 'Changes' topic. It will still only be taught age/developmentally appropriately to pupils, and parents will continue to be consulted but we no longer need to obtain parental permission as it is a part of the curriculum. The content covers changes to body (as in growth from baby-child-adult), emotions, and exploring understanding of privacy (own and others) and keeping safe.

Impact

Outcomes for each of the three key areas for PSHE: Building Relationships; Self-Regulation and Managing Self are currently found online in the assessment tool, Evidence for Learning. These are to be marked off when achieved to reflect the point of development (STEP) in these areas for each pupil.

Clear and robust recording of learning from activities is a vital part of assessing progress. Whilst Evidence for Learning gives a reflection of progress so too does anecdotal evidence and observations. These serve to reinforce judgements made about learning, and are used to inform next steps for learning. It is important to be mindful of PSHE across the day as many moments of learning for PSHE occur across the school day and across different aspects of the curriculum.

Key elements of learning will be reported in the EHCP process so that parents are able to comment and contribute to elements of learning at home and also share strategies from both settings to enhance progress further.

Subject Leader

The subject leader will monitor planning and recording and teaching and learning in lessons, and provide guidance and support, facilitate or signpost to training as required/requested.

