



# Rushbury C of E School

Curiosity, Respect, Perseverance, Friendship

## What PSHE and RSE Looks Like in Our School

Personal Development (PSHE, RSE and SMSC) : Kate Reeves

### Curriculum (Intent)

#### **What PSHE looks like in our school:**

- Our scheme aims to give children the knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the 21<sup>st</sup> century.
- IN an age-appropriate fashion, the curriculum covers key areas which will support children to make informed choices both 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 chosen scheme, Kapow, covers the Relationships and Health Education statutory guidance and the non-statutory sex education.
- The scheme also covers wider PSHE learning in line with the requirement of the national curriculum 2014 to make provision for the personal social health and economic education.

#### **This is our philosophy:**

- Children's learning through our scheme significantly contributes to their personal development and character development as well as promoting the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance; individual liberty.
- Our PSHE and RSE teaching is an important element in helping us carry our duty of care with regards to safeguarding as we ensure children are taught about safeguarding, including online risks, issues of consent, and what constitutes a healthy relationship both online and offline.
- Ofsted will expect the school's relationships, sex and health education curriculum (and wider curriculum) to specifically address sexual harassment, online abuse and sexual violence.

### Teaching (Implementation)

This is how it works:

- Through weekly lessons, our PSHE scheme is a whole school approach that consists of five areas of learning accessed through a spiral progression building on prior knowledge, understanding and skills in the following areas, tailored to reflect the needs of our pupils:

Families and relationships

Health and wellbeing

Safety and the changing body

Citizenship

Economic Wellbeing

- As part of character development, we promote SMSC development through everything we do in school and more specifically through PSHE, RE, Assembly & Collective Worship, School Rules, Vision & Values, relationships and rapport in school, and the use of School Council and Rotakids.
- Access to the curriculum is vital for all children no matter their start point. The range of teaching and learning activities are based on good practice to ensure all children can access learning and make progress. All lessons include differentiation to provide support or challenge as required.

- In each class, at the start of the year, an introductory lesson provides the opportunity for children and teachers to establish the ground rules for each PSHE lesson ahead in order to provide a safe learning environment.
- Many lessons include stories, scenarios and video clips to give children the opportunity to engage in real life and current topics in a safe and structured way, along with role play activities.
- Joint CPD for staff through the SDG7.

### **Achievement (Impact)**

#### **This is the impact of our teaching:**

- Children will be able to make informed decisions about their well-being, health and relationships and build on their self-efficacy.
- Children will develop resilience, how to deal with friendship issues and will know how and when to ask for help and to know where to access support.
- While each lesson contains assessment guidance, helping teachers to identify whether pupils have met, exceeded or failed to meet the desired learning intentions for each lesson, the Department for Education understands the real impact will become clear through the children's ability to participate fully in and contribute positively to life in modern Britain as adults.

#### **Spiritual, Moral, Social and Cultural development**

##### **The spiritual development of pupils is shown by their:**

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

##### **The moral development of pupils is shown by their:**

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

##### **The social development of pupils is shown by their:**

- Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

##### **The cultural development of pupils is shown by their:**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

● Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

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