



Statement of Intent for PHSE and RSE at Hogarth Primary School

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Intent

At Hogarth Primary School, we aim to provide a PSHE curriculum that is broad, balanced, cohesive and engaging. The purpose for teaching it and embedding it into our school ethos is best summed up under section 78 of the Education Act 2002 and the Academies Act 2010 -

‘A PSHE curriculum (including Relationships and Sex Education) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’

The aim of our PSHE curriculum is -

- To support children's wellbeing
- To support children's emotional and physical development
- To promote a healthy lifestyle
- To promote keeping safe, in and out of school
- To challenge views about racism and stereotypes and associated behaviours
- To form positive attitudes about self and others
- To promote the importance of family and relationships
- To understand and develop skills to avoid or deal with conflict
- To understand their developing bodies
- To promote citizenship, including democracy, diversity, community and caring for the environment
- To promote economic wellbeing
- To promote the fundamental British Values: Democracy, Tolerance, the Rule of Law and Individual Liberty
- To promote equality and the Protected Characteristics
- To develop responsible, reflective, resilient and respectful learners
- To develop

At Hogarth Primary School, we want to provide children with the knowledge, skills, and attitudes that they need to effectively navigate the complexities of modern life and support them in becoming confident individuals and active members of society.

Implementation

In short, we teach the learning objectives set out within the National Curriculum for EYFS, Key Stage 1 and Key Stage 2 but our intent is always to transform this extensive list of knowledge into an exciting and engaging PSHE curriculum. To help us implement this, we follow a well-planned, child-centred and inclusive scheme of work that progresses from EYFS to Year 6 and has the following key principles in mind -

It is cyclical: Pupils revisit five key areas throughout KS1 and KS2.

It increases in depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.

It builds on prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Our curriculum consists of the following key areas -

EYFS (to match the EYFS Personal, Social and Emotional Development prime area):

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

In addition to this, 'Identity', 'Relationship and Sex Education' and 'Transition to Secondary School' is taught in Year 6.

Relationships and Sex Education

The National Curriculum statutory requirement for 'Relationships' in primary schools is covered through our PSHE scheme.

Sex education is non-statutory in a primary school setting. However, it is included in our curriculum in line with the DfE recommendations and is covered in Year 6. Please refer to the Relationships and Sex Education Policy on our website for further details.

Equality and Diversity

Our scheme of work for PHSE and RSE supports the requirements of the Equality Act and Protected Characteristics. For example, learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons (*please see our British Values and Protected Characteristics provision for more details*).

Teaching and Learning

At Hogarth Primary School, children will be taught using a range of teaching and learning activities, all of which are based on good practice for teaching PSHE and RSE education. This will ensure that all children can access learning and make progress.

In KS1 and KS2, there are introductory lessons which provide the opportunity for ground rules for the lessons to be set, creating a safe space and fostering trust within the classroom and a PSHE Charter is displayed in all classrooms. This enables the exploration of ethical, and sometimes difficult, topics to happen in a safe environment.

Role-play activities are used to help children play out scenarios that they may find themselves in and there are meaningful opportunities for cross-curricular learning, in particular Computing for Online Safety. Children will also be taught consistent messages throughout the age ranges, including how and where to access help.

We believe that it is crucial to provide pupils with opportunities for exploratory talk during their learning. This involves debating, discussing, thinking aloud, questioning and collaboratively building ideas. Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our PSHE and RSE curriculum, pupils will have opportunities to develop their oracy skills by –

- Debating in groups with children being assigned roles
- Discussing scenarios to gain understanding
- Role-playing characters in scenarios to help empathise
- Explaining choices using key vocabulary
- Responding to questions
- Asking questions of one another
- Collaborating on tasks as a group or in pairs
- Summarising key information
- Expressing opinions in a respectful and thoughtful way

PSHE is also embedded into our school ethos and is everywhere, not just seen in the classroom. It can be seen in –

- Our staff
- Our learning behaviours and routines
- Our expectations
- Our praise and rewards
- Our roles and responsibilities
- Our playground
- Our corridors
- Our dining hall
- Our school song

Cultural Capital

When beginning their primary school journey in the EYFS, many children start school with different and sometimes more limited experiences than others. Therefore, our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. Cultural Capital is the essential knowledge that children need to prepare them for their future success –

in the world of work, in relationships forged throughout life and as a valued contributor to society.

At Hogarth Primary School, our pupils are given opportunities to participate in a range of learning experiences beyond their classroom PSHE learning. They are given a Personal Passport at the beginning of each academic year to help them thrive beyond the PSHE curriculum. The passports allow children to see their personal achievements; encourages them to try new things; helps children to develop a sense of identity; helps them to understand the society they live in and they help children to see how they fit into their community. The passports also act as an effective assessment tool for teachers.

Our PSHE curriculum is also enhanced through -

- Weekly assemblies
- Visitors and workshops
- Trips
- Whole-school events and celebrations
- Extra-curricular clubs
- Links with the local community
- Links with a school in China
- Local and National competitions
- Fundraising opportunities

Impact

Hogarth Primary School fosters a safe and inclusive environment for children to learn and thrive. Through our PSHE and RSE curriculum and dedicated, caring staff, our pupils will gain the vital skills that they need to navigate their daily lives in secondary school and beyond. They will leave Hogarth Primary School displaying our school values of being a respectful, reflective, resilient and a responsible learner and be ready for a diverse world.

