PSHE and RSE at Colman Infant School

Intent

'Alone we can do so little. Together we can do so much.' Helen Keller

Through the Personal, Social, Health and Economic (PSHE) and Relationships (RSE) curriculum pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.
In EYFS and Key Stage 1 we focus on teaching the fundamental building blocks that will help children stay healthy and safe, to form a strong understanding of the features of positive relationships, and develop positive personal attributes that will prepare them to make the most of their personal lives, achieve their academic potential and be fulfilled and successful in work.

Big Ideas

The PHSE and RSE curriculum sets out learning opportunities for EYFS and Key Stage 1, based on three core themes:
Health and Wellbeing
Relationships
Living in the Wider World
Learning from one area may be related and relevant to others and themes are revisited as children travel through the curriculum.
RSE is an important part of PSHE and focuses on the characteristics of positive relationships.

Language

The themes in PSHE and RSE are supported by carefully selected, quality texts. Books are listed on our Assembly plan and are used to provoke thought and stimulate discussion.

Key vocabulary is identified, taught and revisited to ensure children have the words to express their ideas and feelings and fully participate in discussions and activities.

Connected

The curriculum is planned to build on the knowledge and skills taught in other areas of the NC, for example in Science (the human body and keeping healthy), PE (physical activity), Mathematics (money) and Computing (online safety). Through our RE curriculum (Norfolk Agreed Syllabus) children are introduced to the disciplines of theology, philosophy and social science. Our Assembly plan provides further opportunities to explore themes and develop knowledge and skills in these closely linked subject areas.

Knowledge Based

Focusing on the features of healthy relationships within a range of contexts helps pupils to form a strong early understanding of relationships that are likely to lead to happiness and security and help them recognise less positive relationships.
Using the PSHE Association and RSE Solutions resources our curriculum offers both explicit and implicit learning opportunities and experiences that reflect pupils' increasing independence and physical and social awareness.
We aim to equip our pupils with a good understanding of risk and with the knowledge and skills to make safe and informed choices.
Respect is taught in school as part of our 'Rights and Responsibilities' agenda. The curriculum develops children's understanding of their own and others' boundaries in play, negotiations about space, toys, books, resources etc.

Remember?

Relationships education is compulsory for all primary school pupils and it is embedded within our PSHE curriculum. We have high expectations of the quality of pupils work in PSHE and RSE.

Our curriculum ensures children revisit themes, have opportunities to reflect on their learning in terms of their current experiences and how it might help them in their future lives.

Progression

Our curriculum is graduated and age-appropriate according to pupils' development, readiness and needs and considering prior learning, experience and understanding.
Progression in PSHE and RSE is demonstrated through pupils increased knowledge and understanding and the quality of their responses.
The Junior School within the Colman Federation also use the PSHE Association and RSE Solutions resources providing a cohesive all through primary curriculum.

Ambitious

We understand that children of the same age may be at developmentally different stages and our teaching takes into account these differences and teachers plan appropriately supporting pupils on a one-to-one or in small groups as necessary.
The Rights and Responsibilities we teach in school cover aspects of boundaries and privacy and help pupils to understand that they have rights over their own bodies.
Children are taught how to report concerns and ask for help when they feel or know something is wrong.