

Curriculum Purpose and Rationale

At Arden Forest our vision is to enable our whole school community with the skills to be happy, successful and independent life-long learners with healthy mind, bodies and spirit.

'Little Learners, Big Achievers'



Taken from Arden Forest vision statement and school motto.

Statutory Commitment

EYS Framework – PSHE Educational Programme (Sept 2021)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

KS1 National Curriculum – PSHE (2013)

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle.

School Commitment

Our Curriculum Intent (Appendix A) identifies what opportunities and experiences our pupils have on entering our school. This also recognises what our pupils need in order that we fully enable our school vision. It maintains a fidelity to the new EYFS Statutory Framework and KS1 National Curriculum as well as a commitment to alignment across the two phases in our school.

Our Growth Mindset Learning Behaviours help children develop the right attitudes to PSHE in order that they fulfil their potential and experience success. E.g. valuing the need to be a stick-a-saurus and keep persevering when faced with challenge or being a think-a-docus when considering choices or even a Solv-a-tops to problem solve. Within the PSHE curriculum, there are opportunities to develop their School Responsibilities of being kind and respectful, learn and let others learn and keeping themselves and others safe.

Why do learners at Arden Forest Infant School need to study PSHE and RSE?

At Arden Forest Infant School, our teaching of PSHE supports our vision of inclusive practice and it enables all children to achieve their potential. Personal, Social and Health Education (PSHE) and RSE help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning through the school's Growth Mindset philosophy. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

How we promote personal characteristics and relationships?

At Arden Forest Infant School, the PSHE curriculum delivers a vast range of social, moral, spiritual and cultural aspects which reflects the school's Personal Characteristics and Relationships principles. It encourages the children to be responsible, show kindness, respect, positivity, tolerance and resilience. All of these themes are woven through our wider curriculum, but are also echoed in our PSHE curriculum through our PSHE Association scheme of work. It encourages kindness and respect for one another as well as our relationships with others.

The Personal, Social, Health and Economic Education (PSHE) curriculum at Arden Forest Infant School aims to support children in their development within the classroom, school, and in the wider community. We encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active, effective and inclusive future citizens. Furthermore, Arden Forest Infant School's PSHE education also makes a significant

contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing.

By helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions Arden Forest Infant School's PSHE curriculum enables pupils to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships.

In EYFS positive relationships are one of the main principles in fostering secure relationships within and between school, children and their families. Children entering Reception at Arden Forest come from a wide number of pre school settings so, as such developing positive relationships are a crucial foundation of the children's learning. The children are encouraged through their learning to develop and maintain positive relationships as well as during weekly discrete PSHE lessons and assemblies. Children are taught to identify their feelings and record these on a daily basis. Children struggling with their feelings or those who have identified 'unsafe' feelings are given an opportunity to discuss their feelings one to one with an adult.

What are the aims for the PSHE & RSE?

The aims of PSHE and RSE at Arden Forest are to:

- Develop and maintain positive relationships are crucial in EYFS due to children coming from a wide range of pre-school settings;
- Understand feelings and identify 'unsafe' feelings;
- Provide opportunities to discuss feelings one to one with an adult;
- Foster turn taking and collaborative working;
- Provide opportunities to participate in assemblies linked to whole school values;
- Promote the spiritual, moral, cultural, mental and physical development of all pupils;
- Prepare pupils for the opportunities, responsibilities and experiences of later life;
- Encourage pupils to value themselves and others;
- Allow pupils to acknowledge and appreciate difference and diversity;
- Teach pupils how to make informed choices;
- Prepare pupils to be positive and active members of a democratic society;
- Teach pupils to understand what constitutes a safe and healthy lifestyle;
- Provide a framework in which sensitive discussions can take place;
- Promote safety in forming and maintaining relationships;

- Provide pupils with a toolkit for understanding and managing their emotions;
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others;
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;

How does PSHE help our pupils to be aspirational lifelong learners?

Through providing a diverse PSHE curriculum learners will be well rounded individuals which will provide direct links to future employment. These opportunities will mean that our children will contribute to community and wider society, this might include careers in teaching, journalism, authors, advertising, administrators, lawyers, librarians, screenwriters, counsellors etc.

This includes, being able to use the skills flexibly, even for the jobs that don't yet exist!

Why has the specific knowledge been selected?

At Arden Forest Infant School, the PSHE curriculum is taught discreetly on a weekly basis, it is designed to help our children become more independent in their learning and life skills and to develop their resilience and perseverance in the face of challenge. Each year, they will build on the knowledge and skills taught through the PSHE Association Thematic model.

How is PSHE implemented?

In KS1 PSHE is taught through weekly discrete lessons. Teachers use a range of creative approaches to ensure that children are taught about personal and social similarities and differences, in a way that is sensitive and age-appropriate. Topics covered include bullying, British Values, our school values, care and concern for our environment, looking after our physical and mental well being and how we can be good members of our local and worldwide society. PSHE helps our children to consider what is important to them, now and in the future. It provides them with a platform to voice their own opinions and to learn to listen and respect the opinions of others. Throughout the programme of study, pupils learn essential communication skills; debating, reasoning, collaborating with and motivating others. PSHE enables pupils to grow in confidence whilst embedding the school's Personal Characteristics and Relationships principles. It encourages the children to be responsible, show kindness, respect, positivity, tolerance and resilience.

In EYFS the SEAL units are followed along with the 'Taking Care Unit' during the Autumn term.

Autumn 1 - New Beginnings

Autumn 2 - Getting on and Falling Out
Spring 1 - Going for Goals
Spring 2 - Relationships
Summer 1 - Good to Be Me
Summer 2 - Changes

PSHE lessons in EYFS are taught weekly as discrete lessons. In addition, children participate in assemblies linked to the whole school values along with the rest of the school. Direct teaching regarding feelings is covered on a daily basis and anyone with an 'unsafe' feeling has an opportunity to discuss their feelings with an adult. This teaching regarding feelings continues throughout the school.

Safe, calm spaces are created throughout the EYFS learning environment and these exist in each classroom throughout the school to give children a quiet space to regulate their emotions.

What is the impact?

The impact of our PSHE curriculum can be seen not only in our children's PSHE books but also through classroom displays our pupils' conversations and the school environment. Close monitoring of PSHE ensures that standards in teaching and learning remain high. The children's outcomes in PSHE are also evident in the data. This data enables us to reflect on the intent of the PSHE curriculum and how it is being implemented, eg. are our teaching strategies helpful. Regular analysis of pupil attainment and progress data also ensure outcomes from starting points follow an expected trajectory against the termly milestones as well as identify specific groups or individuals in need.

Appendices:

- A. Overall School Curriculum Intent
- B. PSHE aims/end points of specific stages of curriculum
- C. EYFS Framework and National Curriculum: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world.

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