

Forest Lodge Academy

Curriculum Policy for PSHE incorporating Relationship and Health Education (RHE) and elements of Relationship, Sex Education (RSE)*

*see separate RSE policy

Vision/Values

‘A unique family working together to be the best’

At Forest Lodge Academy our vision is that through outstanding leadership we will provide the highest quality education to enable every pupil to realise their full potential.

We have designed a curriculum ensuring that powerful *knowledge*¹ and skills are at the forefront of curriculum progression. To address the disadvantaged the curriculum is designed to motivate and engage pupils in learning using a thematic approach, providing context, meaning and real life experiences. As we have a high proportion of disadvantaged pupils we motivate and engage them in their learning using a thematic approach, hence providing context, connections, meaning and real life experiences. This approach makes the subjects more relevant and interesting for our pupils who have little experience of the world outside their immediate location. We view the design of the curriculum as an evolving and developing process, which takes into consideration: the needs and character of our children; the children’s prior learning; children’s experiences; the community in which school exists, the statutory curriculum (National Curriculum) and educational research that is evaluated and relevant to our school. Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and become ready for 21st century learning.

The PSHE curriculum incorporates statutory elements of RHE and statutory (Science, Safeguarding and RHE) and non-statutory elements of RSE. These can be seen in the documents from the DFE and our own progression skills documents on our school web site.

The Department for Education (Mental health and behavior in schools, November 2018) states that ‘Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing’. We believe that social and emotional well-being of our children is a crucial in helping them to cope with the pressures they may encounter as they grow up. All the staff are committed to supporting children’s happiness and developing character traits that will help them be successful both at school and in life. Our *Character Muscles* run throughout our curriculum as we continue to promote transferable life skills by incorporating the Route to Resilience Programme. We use the Route to Resilience ‘Character

¹Young and Lambert, Knowledge and the Future School, 2014

Forest Lodge Academy

Muscles', which are introduced in assemblies, discussed in class and promoted through activities and actions, to underpin our teaching in all subjects. This is also part of our LEAD Academy values vision, strong **leadership** at every level; **empowering** every child to aim high; giving every child the opportunity to **achieve** and constantly **driving** for improvement.

Our evolving and developing curriculum is constantly reviewed and updated with subject leaders' ongoing pedagogical knowledge. The current curriculum and content will be reviewed at the end of the year and annually.

Curriculum Intent

At Forest Lodge Academy the PSHE curriculum incorporating RHE and RSE (statutory and non-statutory) is intended to ensure accessibility to all and maximize the outcomes for every child. It is designed to enable our children to become healthy, independent and responsible members of society. The aim of PSHE at Forest Lodge is to deliver a curriculum with appropriate subject knowledge, skills and understanding to fulfil the duties of the National Curriculum whereby schools must provide a 'balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences for later life'. This is established within the context of our local area which is recognized as a location with a high level of social, cultural and economic deprivation, the National and International context.

It aims to help pupils understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of our modern society in Leicester, Great Britain and the wider World. We provide our children with the opportunities for them to learn in a range of stimulating and engaging ways about rights and responsibilities. We appreciate what it means to be a member of a diverse society and how to show respect and understanding for others. Our children are also encouraged to develop their sense of self-worth and build their character through our 'Routes to Resilience' programme.

Curriculum Implementation

Planning

PSHE teaching at Forest Lodge Academy is delivered comprehensively through the 'Jigsaw' programme which incorporates all key areas of SMSC, PSHE, RHE, RSE and British Values. PSHE is also incorporated through a multi-strand and connected curricular approach which identifies where PSHE and safeguarding is taught across the curriculum, through topics, core subjects, assemblies, outside visitors and frequent parent events.

Forest Lodge Academy

This also incorporates our routes to resilience programme building pupil's character. This multi-strand approach covers the suggested themes by the PSHE association based on their pedagogical studies* and focuses on three main themes- Health and wellbeing, relationships and living in the wider world.

The Jigsaw themes each year group follows are:

- Being me
- Dreams and goals
- Celebrating differences
- Healthy me
- Relationships
- Changing me

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS's guidance which aims for all children in reception to have an understanding of Personal, Social, Emotional Development. In addition pupils in EYFS have separate weekly 'Jigsaw' lessons and learn about British Values, safeguarding and character development.

At Forest Lodge Academy we have developed a clear and comprehensive RSE scheme of work within PSHE in line with the new statutory requirements of teaching RHE in the national curriculum (2020). This has been developed in consultation with the Leicestershire West Development Group (DG7). The teaching and learning of RSE is planned explicitly within each year group with the use of the 'jigsaw' teaching programme and can be seen in the specific RSE policy and progression of skills document on our school web site. Parental consultation will take place each academic year and parents be informed of the content of the RSE programme. Underlying this has been a parental consultation on all aspects of statutory requirements for RHE incorporating statutory and non-statutory elements of RSE. The progression of skills in RSH can be seen in the accompanying progression of skills document.

As a school we ensure that mental health and wellbeing is a focus for pupils in school. As such we have developed a mental health and wellbeing policy and mental health forms part of the PSHE overview and have dedicated, trained members of staff supporting pupils.

*PSHE Association 'A case of PSHE' indicates that PSHE when taught well helps keep children and younger people safe, physically and emotionally healthy and prepared for work and life.

Forest Lodge Academy

*PSHE Association 'PSHE Academic Attainment and Employability' indicates that growing evidence to suggest that the skills and attributes acquired through PSHE education have a significant impact on pupil's academic achievement, employability and future life chances.

Leadership

The PSHE leader is passionate about all aspects of PSHE and the impact that effective PSHE teaching can have on individual pupil's lives and their educational outcomes. Having led the subject for a number of years and undergone considerable training, she has experience in all aspects of PSHE. The PSHE lead holds a Masters Degree in Teaching and Learning and is currently completing her NPQSL to improve her leadership skills, focusing on mental health and wellbeing. The PSHE lead has previously lectured PGCE students in aspects of PSHE at the University of Leicester Department of Education.

She actively engages in CPD related to PSHE working with colleagues to obtain the Healthy Schools Network Silver award and Routes to Resilience Accreditation for Forest Lodge Academy.

An action plan, identifying areas for improvement related to the AIP and different aspects of PSHE has been produced to ensure leadership focus. Actions are regularly updated to monitor impact and effectiveness.

The PSHE lead is also responsible for the monitoring and teaching of PSHE through termly data analysis, book and planning scrutinies, learning walks and observations. From these next steps for individuals have been identified and CPD opportunities led by the PSHE lead established.

Teaching

Lessons in PSHE are engaging and relevant to children's experiences in the modern world. There are opportunities for discussion, debate and independent engagement within the topic. Time is also given for reflection of the subject. Although the 'Jigsaw' programme is followed across school, additional teaching opportunities are given as part of a connected curriculum and also as stand alone sessions. These are relevant to events happening in wider society, the world or children's immediate experiences. Teaching around mental health and wellbeing is now well established and outlined in the mental health and wellbeing policy.

The schools has invested in arrange of resources available to staff including text books around PSHE topics, practical resources such as CBT workbooks and reflection journals, Votes for School programme, therapy resources and the 'Jigsaw' programme in itself.

Equality/Inclusion

The school takes pride in providing a highly inclusive environment, where all learners (SEND, Disadvantaged, MA, EAL etc.) demonstrate high levels of enjoyment in their education and the majority make very good progress in most subjects. Children at all levels are supported

to achieve their full potential. All pupils' work is demanding and matches the curriculum aims. GD pupils are challenged through higher order questioning, deeper challenge questions and some differentiated tasks and other groups, particularly SEND, are encouraged and motivated to '*have a go*' and are given targeted support to aid their needs, such as pre-teaching vocabulary and sentence stems. Resources are also used as a tool to enable teachers to adapt activities therefore embedding skills and pupils are guided to develop their own pace and learn in a style that best suits their individual needs.

Covid, Lockdown and School Closures

During this period of time in the academic year 2019-2020 and 2020-2021 there has been significant disruption to children's education as schools were closed to all but key worker and vulnerable children. To support children and families during this time Forest Lodge Academy put into place actions including phoning parents and pupils each week to check on wellbeing and mental health, signposting to relevant agencies, double calls to vulnerable families whose children were not in school and monitoring mental health and wellbeing. Resources were shared with parents on line and through our school facebook page and weduc to signpost support. Each week classes were designed for pupils on line and these incorporated weekly PSHE lessons. Additional lessons on specific subjects were designed by the lead and shared with the whole school.

On return to school after first lockdown a 'recovery curriculum' was developed and carried out by all children in school. A mental health referral system was established in order to ensure that pupils who were experiencing mental health concerns were supported. This is ongoing. During the second lockdown (January 2021) pupils who were being supported with their mental health were able to continue coming into school. Those pupils who chose not to attend school were supported remotely through live lessons/video calls or phone calls by their class teacher and mental health leads. PSHE weekly lessons were delivered as live lessons or remote learning opportunities throughout lockdown. Further recovery lessons have been planned and shared with school staff for pupils return to school on 8th March 2021.

Assessment

Teachers constantly check pupils understanding throughout lessons by using a range of AFL strategies to inform future planning and ensure knowledge is embedded fluently. This enables teachers to adapt their teaching techniques, questioning and activities as necessary. They identify misconceptions rapidly. Our marking and feedback policy ensures that feedback is given in the moment, verbally or through a guided session, ensuring pupils are aware of their positive outcomes and the next steps in their learning. Using the 'Jigsaw' programme each week pupils self-reflect on their lesson and give feedback and their opinion in the age differentiated Jigsaw feedback form. This allows pupils ownership over their learning' whilst enabling the teacher to recognise those individuals who may need further support or consolidation.

Forest Lodge Academy

Formal assessment grids are also available for each 'Jigsaw' topic to ensure teachers effectively assess pupils against agreed targets. These form part of our school DCPro tracking grids.

Curriculum Impact

Through the teaching of PSHE at Forest Lodge, we strive to ensure that our pupils' attainment is in-line or exceeding their potential. Powerful, detailed knowledge, understanding and skills are developed, secured and embedded so that pupils at least meet national expectations and are fully prepared for secondary school. Pupils are able to reflect on their own experiences, show kindness, tolerance, understanding and empathy to others and leave Forest Lodge Academy as healthy, independent and responsible individuals who are aware of their role in wider society.

