

Subject PSHE/RSE

WAT Aspire Curriculum – our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



Teaching and Learning Cycle



Long Term Overview

EYFS

In the EYFS, children's personal, social and emotional development (PSED) is crucial to lead healthy 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. Our PSED curriculum teaches the skills to manage emotions, develop a positive sense of self, set 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 manage emotions, make good friendships, co-operate and resolve conflicts peaceably. The '1Decision' resources have been created to support 'in the moment' planning, which gives us the choice of when and how to use the 1decision EYFS content.

KS1 and KS2

- Units should be taught in the order detailed using the '1Decision' progression route.
- The PSHE units are taught in the second 3 weeks of every half term.
- 1 Decision covers the National Curriculum Programmes of Study.

Our 5-8 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

<p>Keeping/Staying Safe</p> <ul style="list-style-type: none"> • Road Safety • Leaning Out of Windows • Staying Safe • Tying Shoelaces 	<p>Keeping/Staying Healthy</p> <ul style="list-style-type: none"> • Healthy Eating • Brushing Teeth • Washing Hands • Medicine 	<p>Relationships</p> <ul style="list-style-type: none"> • Bullying • Body Language • Friendship • Touch 	<p>Being Responsible</p> <ul style="list-style-type: none"> • Practice Makes Perfect • Helping Someone in Need • Stealing • Water Spillage
<p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Jealousy • Worry • Anger • Grief 	<p>Computer Safety</p> <ul style="list-style-type: none"> • Online Bullying • Image Sharing • Making Friends Online • Computer Safety Documentary 	<p>Our World</p> <ul style="list-style-type: none"> • Growing in Our World • Living in Our World • Working in Our World • Looking After Our World 	<p>Hazard Watch</p> <ul style="list-style-type: none"> • Is it safe to eat or drink? • Is it safe to play with?
<p>Special Edition Module - Fire Safety</p> <ul style="list-style-type: none"> • Hoax Calling • Petty Arson • Enya and Deedee Visit the Fire Station • Texting Whilst Driving 			

Our 8-11 modules/topics

For more information on our resources, please visit: www.Iddecision.co.uk

Keeping/Staying Safe

- Cycle Safety
- Peer Pressure
- Water Safety
- Keeping/Staying Safe Documentary

Keeping/Staying Healthy

- Healthy Living
- Smoking
- Alcohol
- Keeping/Staying Healthy Documentary

Growing and Changing

- Relationships
- Puberty
- Conception
- Growing and Changing Documentary

Being Responsible

- Coming Home on Time
- Looking Out for Others
- Stealing
- Being Responsible Documentary

Feelings and Emotions

- Jealousy
- Anger
- Worry
- Feelings and Emotions Documentary

Computer Safety

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

The Working World

- Chores at Home
- Enterprise
- In-App Purchases
- The Working World Documentary

A World Without Judgement

- Breaking Down Barriers
- Inclusion and Acceptance
- British Values
- A World Without Judgement Documentary

Knowledge Organisers

PSHE vocabulary is planned progressively from EYFS through to Year 6 and shared on the Knowledge Organisers.

[PSHE Knowledge Organiser for KS1 to LKS2](#)

[PSHE Knowledge Organiser for KS2](#)

Assessment

It is important that learning in PSHE is assessed. Each module builds upon the Early Years programme and begins with a baseline assessment of the pupils current knowledge, to address any gaps in their learning. Each programme is progressive from 5-8 years to 8-11 years and the children's gained knowledge is highlighted throughout the assessment progress. Pupils have the opportunity to reflect on their learning, whether they feel more confident or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. A baseline assessment is carried out before starting a new piece of learning. During the lesson use of assessment for learning (AfL) to gauge understanding, adapt teaching, promote and maximise learning. At the end of the 'piece of learning', measure progress from the starting point (AofL) to evidence progress and inform future teaching.



"Our aspirations are our possibilities – believe you can and you will!"

High Challenge for All

Challenging and interesting work is an entitlement for all our learners irrespective of their ability. High challenge is a focus for us at Manor Way and this is our 'High Challenge for All' rationale which sits alongside our Teaching and Learning cycle.

[High Challenge for All](#)

SEND

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. Teachers use a range of teaching strategies and adaptations to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- the use of visual prompts
- sensory audits
- task management boards to chunk tasks
- reading rulers, concentration cushions, fidget toys, sand timers
- overlays etc.

All staff have high expectations of all pupils. By reviewing children's progress through formative, and summative assessments then gaps in their understanding, skills and knowledge can quickly be identified and support can be put into place to enable them to make progress. At Manor Way the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.

Vocab

PSHE/RSE vocabulary is planned progressively from EYFS through to Year 6 and shared on the Knowledge Organisers.

- [Vocabulary for Modules Aged 5-8](#)
- [Keeping Safe Word Bank Aged 5-8](#) [Keeping Safe Word Bank Aged 8-11](#)
- [Keeping/Healthy Word Bank Aged 5-8](#)
- [Being Responsible Word Bank Aged 5-8](#)
- [Feelings and Emotions Word Bank Aged 5-8](#)
- [Computer Safety Word Bank Aged 5-8](#)
- [Relationships Word Bank Aged 5-8](#)
- [Our World Word Bank Aged 5-8](#)
- [Hazard Watch Word Bank Aged 5-8](#)



"Our aspirations are our possibilities – believe you can and you will!"

- [Vocabulary for PSHE Modules 8-11](#)

Evidence Collection and Presentation

- Work is completed in the bespoke IDecision books or added to the back of Curriculum books for Year 6.
- Monitor books and pupil voice each half term.