



Work Hard – Be Kind

## Intent, Implementation & Impact

### Citizens: PSHE & RSHE

#### Intent

*I am a citizen. I am continually finding out who I am in this world, finding my own pathways and ideas. I understand relationships. I know that these are connections with others and know that these can change with different people and different contexts, including online, families and friendships. I know what healthy, positive and respectful relationship look like. My relationships with others are important and I develop the skills to know which ones are supportive and ones that are unsafe or unhelpful to me. I learn about how I change as I get older, on the inside and the outside, ready to become an adult. I am able to identify body parts and know how living things reproduce. I experience different feelings and emotions and learn to identify what these are with the help of others around me. I know how to look after my physical health and wellbeing. I know the benefits of exercise, good nutrition, hygiene and sleep and know where to find support if I am feeling worried about something. I develop my understanding that I am one person amongst different communities – virtual and real. I learn that I have rights but also responsibilities and know there are consequences to my actions, both to myself and to others. I develop my individual and collective voice and use it democratically. I learn how to stay safe in the real world and online, and how to keep healthy, both physically and mentally.*

The intent of PSHE at King's Oak Academy is to equip students with the necessary knowledge, skills, attitudes, and values to thrive both during their school years and in their future lives as active, responsible citizens. The overarching aim is to support the development of well-rounded individuals who are socially, emotionally, and mentally resilient. There is a significant contribution in PSHE, to pupils' SMSC development, their behaviour and safety and it promotes pupils' wellbeing, and this is built into our curriculum plans. The PSHE curriculum seeks to promote equality, diversity, and social cohesion, fostering a culture of respect and tolerance. Our PSHE programme supports the principles of safeguarding and closely relates to the academy's Safeguarding and British Values Policies, and EDI statement.

#### **Through our PSHE programme we will:**

- Help pupils to aspire to be the best they can be, to have dreams for their future and know what is required to reach them.
- To prepare students for the opportunities, responsibilities, and challenges of adult life, including their roles as active citizens in local, national, and global communities.
- To develop pupils' understanding of and respect for different cultures, religions, and lifestyles, promoting inclusivity and challenging prejudice and discrimination.
- Deepen our pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.
- Develop their sense of self and self-agency by playing a positive role in contributing to school life and the wider community.
- Stimulate, challenge and nurture pupils' spiritual, moral, social and cultural curiosity.
- To develop students' understanding of physical, mental, and emotional well-being, empowering them to make positive choices regarding their health.
- Teach our pupils' age-appropriate understanding of healthy relationships (both online and offline) through appropriate relationship and sex education.
- Teach our pupils about personal safety (both online and offline) and we will ensure pupils know where and how to get help if needed.
- Provide expert independent, up-to-date careers guidance that gives our pupils the best information and opportunities available and helps them progress into further education, training and employment.
- To provide students with the necessary financial skills and economic awareness to make informed decisions and effectively manage their finances.

## **Implementation**

The implementation of PSHE at King's Oak Academy is characterised by a well-planned, comprehensive curriculum delivered through high-quality teaching and learning strategies, with the commitment of the whole school community.

Every day, children and young people learn what it is to be learners who work hard, are kind and contribute to their community as future citizens through our everyday language, assemblies, discrete curriculum lessons and enrichment sessions. These opportunities teach them our core values and learning behaviours, how to keep safe, development of a pupils' voice, and other aspects of how to grow as a citizen. In years R-6, pupils take part in discrete PSHE curriculum sessions every week, exploring values and learning behaviours but also following the Jigsaw focus, discussing the termly No Outsiders book (R-6) and working on aspects of how to be safe. In KS3, PSHE is delivered through weekly, discretely taught sessions by Health department specialist every other term. This enables our students to deepen their knowledge and understanding of the key themes across the curriculum and have high-quality discussions. In KS4, PSHE is delivered through our Tutor programme and allows for the development of effective relationships with tutors thus enabling access to all parts of the PSHE curriculum, including any sensitive content that needs to be adapted to meet individual needs.

### **1. Planning**

The school follows the 'Jigsaw' Programme of study to teach PSHE (Personal Social Health and Economic Education) & RHSE (Relationships, Health, Sex Education). Reception – Year 6 Jigsaw Programme includes learning about: 'Being Me in my World', 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me'. Jigsaw also covers the teaching of Relationships, Health, and Sex Education (RHSE) within the 'Changing Me' and 'Relationships' modules. The Year 7 – Year 11 programme addresses the following broad areas of PSHE:

- Health and Well-being: Covers topics such as mental health, emotional well-being, healthy lifestyles, drug and alcohol education, and relationships and sex education.
- Relationships: Covers topics such as healthy relationships, consent, diversity, and tackling bullying and discrimination.
- Living in the Wider World: Covers topics such as financial education, careers, employability skills, community engagement, and global citizenship.

Class teachers and tutors refer to the Jigsaw resources to support planning and to ensure best practice. The school has an overview outlining the teaching of PSHE from Reception to Year 11. Each lesson has a structure to follow to ensure consistency of lessons across the school.

### **2. Whole Class PSHE teaching**

All children have a weekly lesson of PSHE in line with the whole-school overview and RHSE statutory guidelines. Class teachers use the structure of PSHE lessons, highlighted in the Jigsaw Programme of study and our broader curriculum, as guidance and adapt appropriately to meet the needs of children. As much as possible, PSHE lessons are discussion based.

### **3. Teaching and Learning Strategies**

Our PSHE provision embraces a variety of engaging and interactive teaching and learning strategies that enable students to actively participate and reflect upon their learning. These strategies include:

1. Whole-class discussions and debates to develop critical thinking skills and promote respectful dialogue.
2. Group work and collaboration to encourage peer learning and the development of essential interpersonal skills.
3. Multimedia resources, including videos, guest speakers, and real-life case studies, to make learning relevant, engaging, and relatable.
4. Role-playing and scenario-based exercises to develop decision-making skills and encourage empathy.
5. Opportunities for reflection and self-assessment to support personal development and growth.

### **4. PSHE Assessment**

Evidence of learning is recorded in 'I am a Citizen' Floorbooks during every PSHE session in Reception – Year 6. In years 7 – 11, pupils record their learning in their exercise books where appropriate. Appropriate evidence for assessment can include:

- Annotated photos
- Purposeful completed work
- Scribed notes of whole class discussions
- End of unit reflections

Class teachers ensure evidence of learning is purposeful for the lesson's objective and that pupils' voice is represented throughout and used to plan future lessons and identify further themes for learning.

## **5. Right to withdraw**

Parents/carers have the right to withdraw their child from the 'Sex' elements of the RHSE aspect of the PSHE curriculum. Parents/carers do not have the right to withdraw their child from Health Education, Relationships, or any other aspects of PSHE as these are now statutory requirements. Parents/carer do not have the right to withdraw their child from National Curriculum Science, which includes elements of sex education such as puberty and reproduction. Teachers should share the Jigsaw resources used with parents on request and PSHE lead keeps parents/carers informed of the Jigsaw programme of study through letters.

## **Impact**

Children at King's Oak Academy understand what it is to belong to KOA community by reflecting the school's values. This is seen in how they talk to their peers, how they move around the building, their attitudes to learning, their understanding of how to take care of themselves, their wellbeing, their engagement with the wider school community and how they are able to articulate their learning.

The impact is evidenced through the following:

1. Pupils demonstrate a deep understanding of key concepts and issues covered in PSHE and can apply this understanding to make informed decisions in their lives.
2. Pupils show increased levels of resilience, self-esteem, and empathy, as well as improved mental and emotional well-being.
3. Pupils develop healthy and respectful relationships, both within the school community and beyond, promoting a positive school culture.
4. Pupils actively contribute to the school community and wider society through engagement in social action projects, volunteering, and advocacy for positive change.
5. Pupils acquire the necessary financial skills and economic awareness to manage their finances effectively and confidently navigate the transition to adult life.

Overall, PSHE provision at King's Oak empowers students to lead healthy, fulfilling lives and become active, responsible citizens equipped to contribute positively to society.