

## Pieces of Me (PSHEe Curriculum)

Including:

- Relationships and Sex Education (RSE)
  - Health Education (HE)
  - Fundamental British Values (FBV)
- Spiritual, Moral, Social and Cultural (SMSC) development

### Ethos and Intent

*“Our school is inclusive in nature, helping every child to achieve their full potential no matter what their barriers. We encourage everyone to see school as an extension of their own family, to respect one another as such and ultimately act and make decisions daily for our children as if they were our own.” New Invention Ethos – We can...we will...together! (2019)*

The intent in developing the “Pieces of Me” curriculum was to ensure a bespoke approach to Personal, Social, Health and Economic (PSHE) education in our school based on a set of empowering values in line with the school ethos of inclusivity, support, community and care. The “Pieces of Me” curriculum is a planned programme of learning opportunities and experiences designed to develop the “whole child”. It aims to equip the children and young people at our school with the knowledge, understanding and key practical skills to begin their development as individuals ready to live healthy, safe, fulfilling and responsible lives. The “Pieces of Me” curriculum focuses on encouraging all children to develop their individuality, self-worth and resilience whilst also encouraging a growing sense of belonging to the school, local and global community.

### Curriculum Development

The “Pieces of Me” curriculum was developed to enable and support children to overcome the social, personal, spiritual, moral and cultural barriers specific to the locality as pupils engage in teaching and activities both across the programme of study and beyond

The curriculum was developed in consultation with staff, students and parents to meet the particular needs of the children within the school community and locality. The curriculum was developed with reference to the PSHE Association’s programme of study (2017), the Department for Education’s “Guidance about teaching personal, social, health and economic (PSHE) education in England (2013) and the Department for Education’s guidance for promoting British Values in schools (2014).

Alongside this the development of the curriculum was influenced by key local health and wellbeing factors identified from Local Authority Health Profiles as well as key community issues within the locality known to impact the school population. Based on this research it was noted that key factors of higher rates (when compared to the English benchmark) of childhood obesity, lower life expectancy and higher rates of teenage pregnancy were present. Higher than average and increasing rates of incidents of Domestic Violence within

the locality has also influenced the key themes within the curriculum (particularly the emphases in Relationship Education). A trend of increasing rates of safeguarding referrals to Children Services and incidents of children and families engaging with Walsall Children and Young people's services at either an Early Help, Child in Need or Child Protection level was also a key factor in the development of key areas of the curriculum.

Finally, the Pieces of Me curriculum was developed alongside the introduction of key resiliency building approaches within school. Following whole staff training, a "Growth Mindset" approach to learning and mental health and well-being was incorporated across the school to enhance and reinforce key PSHE themes throughout the curriculum and beyond.

Based on the research and key findings above a curriculum was developed that is bespoke to our school setting and incorporates 3 key themes:

**Wellbeing:** Healthy body, Safe and Secure & Feeling Good

**Relationships:** Friendships, Anti-bullying & Important People

**World Citizens:** Rules, Rights & Responsibilities, Money & My Family, My School, My community, My world.

### Implementation

The Pieces of Me curriculum is implemented in a variety of ways within our school. As a programme of study it is designed to have wide ranging cross curricular links and much of the curriculum coverage is expected to be incidental or embedded within other key learning opportunities and experiences within school life.

PSHE is also overtly taught throughout school in discrete lessons throughout the year. The planned delivery of this is monitored using the PSHE overview (See school website). The teaching and learning across the Pieces of Me curriculum is monitored regularly by the Subject Leader and feedback is given to all staff through allocated time in staff meetings to ensure that the programme of study is delivered to a high standard.

Progress is measured using a variety of formative assessments in class against specific learning outcomes with an emphasis on "individual progress". A child's journey in personal growth and development cannot be compared against a benchmark or that of other children and so summative assessment through the "PSHE year group milestones" focus on the child's personal skills set from where they began to where they are now.

Feedback on the implementation and subject coverage of the Pieces of Me curriculum is encouraged from key stakeholders in school including governors, pupils and parents and all stakeholders are given regular opportunities throughout the year to find out about the key learning experiences children have as part of our PSHE programme of study

### Votes for Schools

A key, discretely taught, aspect of the “Pieces of Me” curriculum are the “Votes for Schools” sessions completed weekly across KS1. This democratic programme covers a range of current affairs content with direct links to SMSC (Spiritual, Moral, Social and Cultural) development, the PREVENT agenda and Fundamental British Values.

### Curriculum Enhancement Weeks - Children’s Mental Health Week / Find Your Brave

In Spring Term each year the whole school engages with Place2Be’s “Children’s Mental Health Week”. Each year the week is designated a new theme and a range of discrete lessons, new experiences and curriculum enhancements (such as visits from “inspirational” people or medical staff e.g. the school nursing team) are planned throughout the week.

Based on the success of one such week the children also take part in a “Find Your Brave” week during each year. This is an opportunity to celebrate “bravery”, “resilience” and to incorporate chances to develop ‘cultural capital’ based on child interest with key new experiences personalised in discussion with the children.

### Links with the local and wider community

Community engagement and awareness is an important part of the bespoke. In order to enrich the delivery of the programme of study teaching staff are encouraged to make use of visitors and experts from the local community to speak on key topics. The curriculum is regularly enriched with visitors to school who are able to inspire and increase our pupils “cultural capital”. All visitors are monitored and vetted according to the schools Safeguarding policy and procedures. Any sessions with visitors from the community are led by teaching staff from within the school.

### EYFS

The Pieces of Me programme of study is mapped against the EYFS curriculum and the Development Matters document, linking directly with the a range of the “areas of learning and development and the ”characteristics of learning”. Learning in this Key Stage is implemented through the incidental observation of personal growth throughout the year, discrete sessions often using a “circle time”, “role playing” or “discussion” style approach. At this stage the emphasis is on widening the children’s experiences and ability to discuss and verbalise their experiences. Implementation of the EYFS curriculum is supported by a range visits into the local community (walks to local shops and community venues such as Swan House Residential Care Home).

### KS1

In KS1 there is a continued emphasis on widening the children’s experiences of the world and personal interaction and their ability to discuss and express their own experiences. Throughout this Key Stage children begin to notice and discuss similarities and differences between their own and other’s experiences. At this point the more knowledge based aspects of the curriculum are taught through discrete lessons where children learn a wider range or vocabulary relating to all the key concepts across the curriculum’s themes, and begin to explore new concepts such as environmentalism and morality. Children begin to experience

aspects of debate and opinion through further use of circle-times and class discussion. Incidental aspects of implementation include teaching children key “growth mindset” concepts, children are encouraged to use a wider range of conflict resolution strategies and are taught key calming and mindfulness techniques. Children’s learning in this Key Stage is further enhanced by visits from people from the local and wider community including the School Nursing Team, Religious leaders (discussing moral issues and stories) and Inspirational Speakers (Key Sport people). Children also engage in key social action projects giving them experience of supporting charities (such as the local food bank), engaging with key groups in the community (Swan House Residential Care Home, Local Places of Worship), planning and engaging in activities that impact their local community (Eco-warriors) and engaging in wider global campaigns (WWF, Environmentalism)

Buddies and School Council – In KS1 the children’s growing independence and the expectation of them making use of the learning and development in personal growth are supported by the use of a democratically appointed group of “Buddies” and “School Council”.

### Assessment and Recording

PSHE skills and knowledge are assessed in a variety of way throughout our school. In EYFS the focus is on key behaviours and characteristics and this is measured through annotations and the use of applications like Tapestry to link photos and videos to key learning outcomes.

In KS1 key behaviours and characteristics related to the Pieces of Me curriculum continued to be monitored to develop a picture of children’s personal development. However, there is also the use of baseline and summative assessment within discrete lessons to assess progress and learning for a specific learning outcome. Assessment in KS1 focusses on progress rather than attainment of a key set of goals. We emphasise a child’s starting point in the personal and social development and how this has changed over a series of lessons. A key part of the planning of this is the chance to reflect on learning in a particular lesson or series of lesson. Much of this reflection and learning can be assessed through written work, however, it is important to ensure that a child’s learning and understanding of PSHE is what is being assessed instead of English or other subject areas. Multimedia resources such as Seesaw have allowed for children to record and communicate their learning and understanding in a variety of ways.

### SEND and Inclusion

PSHE is vitally important for all children no matter what their developmental stage. All children in our school are expected to engage with the Pieces of Me curriculum. This means high levels of differentiation in order to present learning to meet a child’s needs. Many children with complex Special Educational Needs have clearly defined targets which will have some focus on Personal, Social and Health development. Children are also identified who require further support to develop their key skills and behaviours for learning and the use of interventions and differentiated learning are used to develop these. **For more information on specific interventions and SEN provision for the overall well-being of children see the SEND information report on the school website (<https://new-invention->**

[infant-school.secure-primariesite.net/send-information-report-1/](http://infant-school.secure-primariesite.net/send-information-report-1/)). In our school there are also range of children's whose primary need is identified "Social, Emotional and Mental Health". Similarly these children receive a range of intervention and differentiated support to develop these skills and manage these difficulties. Specific targets are identified and reviewed to support these children development and measure their progress.

### Relationships, Sex and Health Education

From September 2020 key areas outlined in the Department of Education's "Relationships Educations, Relationships and Sex Education (RSE) and Health Education" guidance will make teaching Relationships Education and Health Education in the Primary phase statutory. The key points from this guidance have been mapped across the Pieces of Me curriculum to ensure pupils receive high quality teaching around relationships and health at a level of content appropriate for their age and development.

**Relationships Education** – focusses on key early aspects of building and maintaining positive relationships both in terms of friendships and family. Children are taught about how to be safe and what to do when feeling unsafe. The curriculum emphasises and foster growth in self-respect, empathy, interpersonal skills and the development of a personal voice. Children will have repeated chances throughout EYFS and KS1 to explore similarities and differences between family unit and the right of all children to be loved and safe.

**Health Education** - focusses on teaching an understanding of key factors in developing a healthy lifestyle and making choices about how we live. This aspect of the curriculum has strong cross-curricular links with the PE curriculum in school. Children develop an early understanding of mental wellbeing, strategies to cope with negative feelings and some early links between healthy physical lifestyle and mental wellbeing.

**Sex Education** - Sex education is not statutory in Key Stage 1. However, children will learn about a range of developmentally appropriate aspects of human development and biology (linking closely with the Science curriculum) including: how people grow from babies to adults, naming key body parts using appropriate language (reproductive parts of the body are not identified and named at Key Stage One, should a question be asked or reference be made to reproductive organs our teaching staff will ensure the correct terminology is used the child's primary carer will be informed so that they are able to follow up the discussion.)

At this stage in their development we feel it is most important that children are encouraged to develop a sense of empowerment, an understanding of their choices, their freedom to say no and their self-worth which will be key factors in their understanding of building positive relationships in the future. A key component of this is our schools use of the NSPCC's Talk PANTS assemblies focussing on privacy, safeguarding and consent.

**Right to Withdraw** - As per the Department of Education's "Relationships Education, Relationships and Sex Education (RSE) and Health Education" guidance parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

We do not deliver discrete Sex Education other than that outlined above. Therefore, it is not foreseen that a parent should require to use this right. However, parents are encouraged to become acquainted with the key aspects of RSE teaching incorporated into the Pieces of Me curriculum and the school welcomes any questions or concerns parents wish to raise regarding the PSHE curriculum or how it is taught. An overview of the key topics taught throughout the year in each year group is readily available on the school website alongside a detailed breakdown of the skills at each stage and the assessment criteria used across the school.

### Fundamental British Values

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

### Working with Parents and Carers

What can parents and carers do to promote good Personal, Social, Health and Economic development in their children?

### Safeguarding and Links to other policies

The Pieces of Me curriculum covers a range of key themes that may require reference to other policies within school. For key information related to the school's teaching on:

#### Staying safe

- "Child Protection and Safeguarding Policy"
- "Computing Policy including E-safety"
- "Keeping children safe in education 2019 (DfE Guidance)"

#### Relationships

- Behaviour and Anti-bullying policy 2018
- New Invention School Ethos

### Helpful Links

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<https://www.votesforschools.com/curriculum>

<https://www.invention-i.walsall.sch.uk/british-values/>

<https://www.invention-i.walsall.sch.uk/safeguarding/>

<https://primarysite-prod-sorted.s3.amazonaws.com/new-invention-infant-school/UploadedDocument/ed4cdb2263ea48f8a4021502ced831d8/new-invention-school-ethos.pdf>