

PSHE & RELATIONSHIPS INTENT FOR OUR PROGRAMME OF STUDY: KNOWLEDGE, PROGRESSION, COVERAGE

(PRIOR, NOW, NEXT)

*Our core school intent runs through every aspect of our teaching and learning. It is our philosophy and approach in every subject area. It is **how** we teach and learn. Every leader commits to this. But every subject must have its own Programme of Study - its own lines of progression for the knowledge and skills we plan to teach and therefore its own rationale/intent for **what** we teach and learn. This is the rationale for PSHE & Relationships.*

In line with statutory requirements, we have progressively and logically designed a Programme of Study over seven years.

We have determined to use the PSHE Association as key guidance for our work, which is enhanced by using specific resources from the Family Planning Association and I Decision online learning resources. School leaders have divided the curriculum into three strands. Strand 1 focuses upon Online Safety as this is a highly significant aspect in our school community that requires regular study and consideration with our children. Strand 2 is our wider themes overview which we have designed in three sections: Relationships; Living in the Wider World; Health and Wellbeing. Strand 3 is termed our 'Responsive' section. This is a highly significant aspect as it is our firm belief that we cannot blindly deliver content in all situations regardless of the need to respond to any emergent issues that should arise and school leaders feel require wider level intervention in terms of knowledge, understanding and support. As such, leaders continue to add to the range of resources and support available in this strand so that we can immediately deploy the necessary intervention and teaching should this be required. It is also our intention to raise appropriate issues that occur within our wider thematic teaching and learning and have highlighted such opportunities within the coverage overview documents.

We aim for our children to cover the following aspects by the end of their primary education: Families and People Who Care For Me; Caring Friendships; Respectful Relationships; Online Relationships; Being Safe; Changing Adolescent Body.

These strands should be taught by the class teacher in many circumstances, although the leaders may determine that certain aspects will be delivered by a school nurse or by a member of the school safeguarding multi-agency team with the Family Learning Mentor providing a key role within this.