PSHE
OCEAN ACADEMY

Purpose:

The purpose of this document is to outline the planning intent and implementation of the PSHE curriculum at Ocean Academy. In response to the Ofsted PSHE Research Review, our planning and approach has been reviewed to ensure that the PSHE curriculum offers the best education for our pupils. To ensure that all staff understand the high expectations agreed, whilst establishing and maintaining a consistent approach to the teaching and learning of PSHE across our school; ensuring that all learners have exposure to high quality PSHE teaching and learning opportunities. The effective teaching of PSHE requires not just a well-structured and progressive programme but its consistent implementation across the school. Consequently, this will ensure that excellent attainment and progress is achieved by all children, regardless of ability, gender or socio-economic backgrounds.

Underpinning evidence:

1. Ofsted Research review: PSHE
2. The forgetting curve, Ebbinghaus
3. Cognitive Load Theory, Sweller
4. Principles of Instruction, Rosenshine
5. Metacognition and Self-regulated Learning, EEF
6. Feedback, EEF Teaching and Learning Toolkit
7. Mastery Learning, EEF Teaching and Learning Toolkit

Our PSHE curriculum is informed by existing DfE guidance:

- **Relationships Education, Relationships and Sex Education (RSE) and Health Education** (statutory guidance)
- **Keeping Children Safe in Education** (statutory guidance, including Part 5: Child-on-child sexual violence and sexual harassment)
- **Equality Act 2010 and schools**
- **SEND Code of Practice: 0 to 25 years** (statutory guidance)
- **Mental Health and Behaviour in Schools** (advice for schools)
- **Preventing and Tackling Bullying** (advice for schools, including cyberbullying)
- **The Equality and Human Rights Commission Advice and Guidance** (guidance on avoiding discrimination in educational contexts)
- **Promoting Fundamental British Values as part of SMSC in schools** (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

Introduction and aims:

An Ocean student will have a broad range of life skills that will help them navigate both their personal and social lives more effectively and empower them to make informed, responsible choices.

Through high quality PSHE education, we aim to:

- Create a safe, happy and positive environment that values and inspires lifelong learning within the whole school community.
- Provide pupils with the knowledge, understanding, attitudes, values and skills (including Fundamental British Values) they need in order to reach their potential as individuals and within the community.
- Encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- Teach children to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Equip children with the skills to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Enable children to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- Encourage the development of responsible and respectful citizens who are motivated and equipped with the skills, to achieve their full potential academically, physically, emotionally and spiritually.
- Promote high aspirations and begin preparation for work and adulthood.

Our Vision: 'Bringing Learning to Life: No Limits. No Barriers.'

We support our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Duty (PSED) which came into force in

April 2011, we have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Statutory Requirements

All schools must provide a curriculum that is broad, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All aspects of PSHE teaching and learning adhere to the statutory requirements of Keeping Children Safe In Education.

Intent - Sequencing and planning

PSHE Curriculum Overview

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Progression Docs can be found here: Progression Docs

Autumn 1: Being Me in My World How I fit well in the class, school and global community. Jigsaw Charter established.	Spring 1: Dreams and Goals Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society	Summer 1:Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Autumn 2: Celebrating Difference Includes anti-bullying (cyber and homophobic bullying included) Celebrating different cultures	Spring 2: Healthy Me Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition	Summer 2: Changing Me Includes Relationships and Sex Education in the context of coping positively with change

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, each class collaborates to devise their own class charter at the beginning of the academic year, which gives children shared

ownership of a set of ‘ground rules’ to guide their behaviour in all aspects of school life, including PSHE education.The class charter is regularly referred to during lessons to reiterate expectations and agreed behaviours.

What does the DfE statutory guidance expect children to know by the time they leave primary school?

Relationships Education

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

Content	Learning Intentions ‘Pupils will be able to…’
Families and people who care for me	that families are important for children growing up because they can give love, security and stability · the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives · that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care · that stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children’s security as they grow up · how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
Caring friendships	how important friendships are in making us feel happy and secure and how people choose and make friends · the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties · that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded · that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right · how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs · practical steps they can take in a range of different contexts to improve or support respectful relationships · the conventions of courtesy and manners

	· the importance of self-respect and how this links to their own happiness · that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority · about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help · what a stereotype is and how stereotypes can be unfair, negative or destructive · the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	that people sometimes behave differently online, including by pretending to be someone they are not · that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous · the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them · how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met · how information and data is shared and used online.
Being safe	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) · about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe · that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact · how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know · how to recognise and report feelings of being unsafe or feeling bad about any adult · how to ask for advice or help for themselves or others and to keep trying until they are heard, · how to report concerns or abuse and the vocabulary and confidence needed to do so · where to get advice, for example family, school or other sources.

Health Education

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Year Group	Content	Learning Intentions 'Pupils will be able to…'
3	What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Smoking and vaping	understand the facts about smoking and its effects on health and also some of the reasons some people start to smoke can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Alcohol	understand the facts about alcohol and its effects on health, particularly the liver and also some of the reasons some people drink alcohol can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Smoking and vaping	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke when I'm old enough and know how to resist pressure
	Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol when I'm old enough and know how to resist pressure
6	Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart be motivated to find ways to be happy and cope with life's situations without using drugs
	Alcohol	evaluate when alcohol is being used responsibly, anti-socially or being misused tell you how I feel about using alcohol when I am older and my reasons for this

Sex Education (the RSHE policy can be found on the academy website)

The DfE Guidance recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Year Group	Content	Learning Intentions 'Children will be able to…'
3	How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby
	Girls and Puberty	identify how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty

5	Puberty for Girls	identify how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Puberty for Boys and Girls	identify how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Puberty	recall and explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be ok for me
	Puberty for boys	recall and describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Conception	recall that sexual intercourse can lead to conception and that is how babies are usually made recall and understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
	Looking ahead	identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) confident that I can cope with the changes that growing up will bring

Implementation - Pedagogy

At Ocean Academy, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We teach PSHE each week in order to teach the knowledge and skills in a developmental and age-appropriate way. We also include factors within our local context such as beach safety and County Lines. These explicit lessons are reinforced and enhanced in many ways: assemblies and collective worship, praise and reward system, class charters, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Teachers deliver engaging lessons in a safe and comfortable environment. Teachers provide experiences that will have maximum impact on learning through developing confidence, encouraging an active role and developing good, respectful relationships. The class teacher will encourage sharing ideas as part of a group, and listening and respecting the views of others.

We enhance this learning through cross curricular links, assemblies, trips and visits, links with external professionals and bodies. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers are trained and prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include the following: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around topics explored in PSHE are varied. However, while personal views are respected, all themes are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal content arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The Trust believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

PSHE education and RSE should meet the needs of all pupils, answer appropriate questions and offer support. Age-appropriate curriculum content deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support. Discrimination is dealt with strongly

yet sensitively, in accordance with the child protection policy and the equalities policy

Prior Notice of RSE Curriculum Delivery

We liaise with parents/carers regarding the following:

- When relationships education lessons will occur in school.
- The context of the relationships education curriculum.
- Their right to withdraw their children from sex education content taught outside what is specified in the National Curriculum Science objectives.
- The process by which they can withdraw their children.
- How questions of a sensitive nature are dealt with.

Confidentiality and Child Protection

It is recognised that, on occasion, concerns may be raised over specific issues relating to the children's lives. These may include child protection and confidentiality issues. Sometimes it is clear that certain children may need time to talk one-to-one after the class discussion closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school will follow the appropriate procedures relating to confidentiality and child protection, as per the Child Protection and Safeguarding Policy. All child protection concerns will be referred to the school's Designated Safeguarding Lead (DSL).

Provision for children with Special Educational Needs and Disabilities (SEND)

Planning for all PSHE lessons takes account of the needs of all children. Task design to accompany key learning is adapted as appropriate to minimise barriers to learning arising from particular learning or participatory needs. Through carefully planned methods of delivery, such as discussion, group-work and creative expressions, all children are able to achieve the key learning and work to their full potential.

External Contributors

External contributors from the community, e.g. health promotion specialists, school nurses and community police and fire officers, make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Assessment and Reporting to Parents and Carers

There are no national level descriptors for PSHE. Teachers will use professional judgement to assess children's progress across the year and report on children's ability to achieve the following:

- reflect on personal experiences
- develop as active and responsible citizens
- demonstrate mutual respect and tolerance
- demonstrate empathy
- question and be curious and work collaboratively

Monitoring and Evaluation of Teaching and Learning:

We regularly monitor teaching and learning across the school to make sure that all of our pupils make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To monitor teaching and learning across the school for consistency and progression
- To monitor and evaluate the progress of students
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT and subject leaders will monitor and evaluate the impact of teaching on student's learning through:

- Learning walks
- PSHE Book looks
- Gathering input from pupil voice and staff voice

Pupil Voice

Our children contribute to many aspects of school life that develop their Personal, Social and Health Education. Each September, pupils agree class behaviour charters with their peers and teacher. Children are empowered to vote for their school council members and house captains (in the junior schools) each year and democracy is explored through British Values.

Children's mental health and wellbeing

'Good mental health is important for helping children and young people to develop and thrive.' (Public Health England and DfE, 2021) Promoting children's mental health and wellbeing is integral to keeping them safe; helping them develop as individuals and ensuring they have positive outcomes into adulthood.

We promote positive mental health and emotional wellbeing in all staff and children and increase understanding and awareness of common mental health issues. This includes enabling staff to identify and respond to early warning signs of mental ill health in children and understanding how and when to access support. Through a culture of mental health being 'everyone's responsibility', we aim to develop resilience amongst children, raising awareness of what support is available and teaching effective strategies to cope with challenges.

Our PSHE curriculum teaches the skills, knowledge and understanding our children need to keep themselves - and others - physically and mentally healthy and safe.

Internal policies that support the PSHE programme are:

- Safeguarding
- SEND
- RSE
- Equalities Statement and policy
- PSHE policy

Review:

This policy is subject to yearly reviews by the subject leader and SLT.
Upon review, amendments will be made in line with the Academy Improvement Plan and shared with all staff.