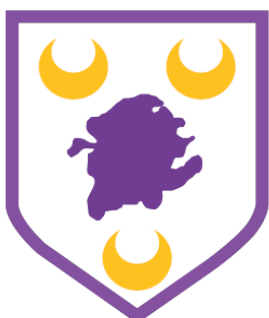


# Our Personal, Social, Health and Economic Education Relationships Education Curriculum

Newcomen Primary School



NEWCOMEN

Be mindful. Be  
Grateful. Be positive.  
Be true. Be kind.  
Roy T Bennett

**scientia potentia est**

Newcomen Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers and visitors to share this commitment.

All children are provided with equal opportunities and equal access to the PSHE and Relationships Education curriculum. At Newcomen Primary, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio – economic background. This document is a statement of our Intent for, and the Implementation and Impact of the teaching and learning of Personal, Social, Health and Emotional Education (PSHE) and Relationships Education at Newcomen Primary School.

Relationships Education and the teaching of PSHE interlocks perfectly with our curriculum intent and passionate beliefs at Newcomen Primary. Our Newcomen family share a collective positive and ambitious outlook for all children. This being to live a happy and fulfilling life in which they strive to be the best version of themselves and become responsible citizens who play a positive role in modern day society. The teaching of Relationships Education sits perfectly with the imperative message that comes from our intent – asking the question what are our aspirations for the future of our children and how will we use Relationships Education to enhance and support our hopes for our children growing up in an ever-changing modern world.

As a school, we are committed to promoting the importance of implementing the delivery of Relationships Education in order to support every child in becoming the best version of themselves in the twenty first century. We take great pride in offering our children an education which passionately promotes self-awareness of heritage whilst being informed citizens of the world with a respectful compassion for all as good global citizens playing a positive role in society.

At Newcomen, Relationships Education plays a fundamental role in providing children with the vital building blocks to foster pupil wellbeing and develop resilience and character. All aspects of this subject will support children along their exciting journey to becoming happy, successful and productive members of society.

Our children (our most precious assets) are now growing up in an increasingly complex world with new challenges, both within our local community of Redcar and also the wider world. In order for children to be safe and healthy in our ever-changing world, they need to be provided with an education that offers the skills to be able to make informed good choices and become good citizens. Thus instilling a great deal of self-worth and knowledge to continue the fundamental global values gained from Newcomen and to play a positive and productive role in society – whether this be staying in their local community or Redcar or venturing out into the wider world.

# Intent

At Newcomen Primary School, we feel passionate about children as individuals becoming the best possible version of themselves; we have the highest of expectations for all of our future citizens of the world. Therefore, helping develop each and every child as a whole child lies at the heart of the teaching of Relationships Education. We are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race,



gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and ability to participate fully in school life. We have created an environment which champions respect for all.

Our pupils are engaged and committed learners; they show commendable endeavour in their learning and demonstrate self-discipline, resilience and confidence in their journey from primary to secondary school.

## Our Aims:

- To ensure that subject content will be taught sensitively and teachers will take into account the importance of being respectful of the backgrounds and beliefs of pupils and parents
- To promote the importance of putting in place the key building blocks of health, respectful relationships, family and friendship, including online
- To support children in being the best possible character that they can be – offering skills to become happy, productive and successful members of society
- To highlight the importance of keeping healthy and living a healthy lifestyle
- To foster pupil wellbeing and develop resilience and character
- To develop the personal attributes including kindness, integrity, generosity, honesty, empathy and compassion
- To help prepare pupils for a wide range of experiences in later life
- To support all children in understanding the distinction between the online world and other aspects of life

## Through our study of PSHE and Relationships Education, our intent is for our children to:

- Foster the skills to be able to make informed decisions now and in their future adult life
- Be provided with the fundamental building blocks to support children in becoming successful and happy members of society
- Understand the importance of positive, healthy relationships and understand how they have a right to be safe and happy
- Understand that the dynamics can be different in one family to another and be able to be respectful of the beliefs and views of others
- Foster an understanding on how to lead a healthy lifestyle with the knowledge needed to make healthy choices
- Pupils to feel passionate about having positive attributes, including kindness, integrity, generosity and honesty
- To be able to make the distinctions from the online world
- To be able to make informed decisions about their wellbeing

## Cultural Capital

PSHE enables our children to become healthy, independent and responsible members of society. It aims to help pupils understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. Our pupils are provided with an abundance of opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. They are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community. Children will develop an understanding about other cultures, races and backgrounds around the world. At Newcomen, pupils learn routinely about a variety of different current topical issues within PSHE that are present in our local coastal area of Redcar and around the world. Children are able to develop their understanding of their world and the impact personal decisions can make on their lives. We are acutely aware of our local context and that Teesside is predominantly white British. We feel a profound moral duty to ensure our children develop a conscious tolerant respect for all members of society irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background.

At, Newcomen Primary School, we consider all forms of diversity a positive and enriching experience to be welcomed and



celebrated. We believe we are all unique and different, that we should treat each other equally with respect and tolerance and that we should love ourselves and others for who we all are.

We are a Rights-Respecting School with the support of UNICEF. Showing respect, teamwork and a 'can do' attitude is all a part of our children's personal development. This permeates through everything we teach, explore and value. It is not a subject that is taught in isolation as it entwines itself in everything we learn and do at school. We are also working to achieve Sanctuary School status and are committed to supporting young people seeking sanctuary with our culture of welcome and inclusion and raising the awareness of the issues faced by refugees and asylum seekers.

We pro-actively teach topical issues relating to local, national and global issues. This year, as a whole school, we are focusing on: Equality, Refugees and Asylum Seekers. In addition, during our One World Our World focus, we shall be concentrating on the theme of belonging embracing, 'Together as One-Simul ut Unum'. Our much anticipated Family Day 2022 will embrace our themes of diversity, belonging and togetherness.

## Early Years

In the Early Years Foundation Stage, PSHE is referred to as Personal, Social and Emotional Development (PSED). This area of learning promotes wellbeing, self-awareness and confidence. Furthermore, it is about fostering a respect for others, social competence and instilling a positive disposition to learn.

PSED is a Prime Area of Learning and is split into 3 Early Learning Goals:

1. Self-Regulation - show an understanding of one's own feelings and those of others, and begin to regulate behaviour accordingly.
2. Managing Self - be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
3. Building Relationships - work and play cooperatively and take turns with others.

Personal, Social and Emotional Development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Children learn to form positive relationships in a setting that supports mutual respect and understanding and that celebrates and acknowledges differences. It is important that children are supported to manage their emotions, develop a positive sense of self and develop the ability to self-regulate. From Nursery, children are encouraged to gain a knowledge and understanding of their own culture and community to help them develop an increasing sense of belonging and a strong self-image.





Through carefully planned role play, children have quality interactions with their peers learning how to make good friendships, cooperate and resolve conflicts in calm manner. A positive self-image and high self-esteem are actively promoted to give children the confidence to make the most of opportunities, to communicate effectively and to explore the world around them. Through supported interactions and modelling by adults, children are encouraged to think about and practise ways of solving problems to help them to feel capable of responding to challenges. Role play is also used to help children explore their own culture and appreciate the similarities and differences of others.

Through adult modelling and guidance, children learn how to look after their bodies, including healthy eating, exercise and managing personal needs independently. Promoting good oral hygiene is part of understanding how to look after ourselves. Role play and stories play a part in developing children's knowledge of how to keep healthy and why it is important to do so.

Children at Newcomen demonstrate independent and safe learning behaviours and are keen to take part in their learning. This is as a result of the clear structures and adult guidance embedded in daily practice. Children are able to demonstrate an understanding of right and wrong, learn to manage their own feelings and behaviours and grow into self-regulating adults as a result of the skilled intervention of adults. Children understand consequences for their actions and want to help others to become good citizens alongside keeping themselves safe and understanding how to take care of themselves. This, above all, highlights success in the prime areas of learning and allows for the beginning of independent learners. Resilient, confident and independent early years children with an ability to self-regulate, have a greater chance of unlocking the doors to the world around them allowing every child to gain knowledge and skills during their time in early years and during their exciting journey through school.



# Implementation

At Newcomen Primary School, the teaching of Relationships Education follows the statutory guidance and consists of high quality and age-related teaching and is intrinsic in everything we do. The subject is delivered through a detailed PSHE programme of study (Jigsaw) with a mindful approach. Our PSHE scheme of work supports staff in providing knowledge that enables children at Newcomen to make informal decisions about their wellbeing. We offer a carefully planned progressive programme in a safe and respectful environment where our children feel a sense of security, belonging and tolerance.

The way in which we embrace the teaching of Relationships Education in school aligns itself with our whole school curriculum intent devised together with our children, staff, parents and governors.

Alongside the curriculum guidance, we carefully consider the Equality Act in order to ensure that all aspects outside of the specific areas mentioned in the curriculum are covered. We are openly committed to creating a secure, welcoming and friendly environment free from all racism, sexism, violence, bullying and any form of physical, verbal or emotional abuse. Ensuring that all of our children develop a deep understanding of, and respect for all, is of utmost importance to each and every member of the Newcomen family.

Pupil Voice is given high profile in school; we are extremely proud of the impact that our School Council has on school life and the ethos that we have created together. Weekly School Council meetings are held and Miss Pusztai (HT) and Governor, Mrs Hobday, attend. Representatives are voted in after democratic elections held at the beginning of the academic year in September. Children truly demonstrate a sense of pride and achievement when undertaking their roles.

***'All children's opinions in our school are valued and we know we have the power to create a better future for our Newcomen family. We believe in our shared democratic voice and a shared coalition with our fellow peers.'***

## **Y6 School Council**

Our children are kind, caring and thoughtful in their desire to support charity work and fundraising events. Through sharing opinions together and acting on Pupil voice, our children and families have driven fundraising to support a wide a range of charities: Children in Need, Banardo's, Water Aid, Comic Relief, Saltburn Animal Rescue Association, Born Free Foundation, Gorilla Foundation, Orangutan ...The Barn Own, Bransby Horse Sanctuary, RSPB, Royal British Legion, Help for Heroes, War Child, MacMillian Cancer Research, Alzheimer Society, Toys for TFM Christmas Appeal, Teesside Hospice.

School assemblies are just delightful and are an opportunity to spend precious time together; for anyone attending these, the ethos of the school and strong values, are

instantly felt and the family ethos is palpable as you walk around our school. Our celebration assemblies are a weekly event that offer a wonderful opportunity for children to share their achievements both from within school and home. The children take great pride in being chosen by their class teacher for a Head Teacher's Award. The chosen theme each week celebrates academic achievement and personal development allowing children to work towards a specific goal and promotes a culture of an inbuilt drive to want to achieve and work hard. During weekly year group assemblies, the fundamental values of Newcomen, global civilised British Values, are actively promoted and reinforced.

Newcomen Family Day is a phenomenal annual event that brings together our families and the whole school and wider community. This much-anticipated day showcases the many talents of our wonderful children and encompasses everything that we believe in. Witnessing the pride on the faces of our parents and carers and family members as they watch our confident, happy children singing and performing is totally priceless.



As a school, we pride ourselves on the positive and genuine relationships we have with our parents and carers. It is important that parents and carers are well informed of what Relationships Education involves and how it will be delivered in school. We have consulted with our parents and carers to ensure a clear understanding of the curriculum content and how this is delivered throughout school.

Relationships Education is part of a whole school PSHE scheme of work that encompasses all aspects including relationships, health and well-being and Social, Moral, Spiritual and Cultural (SMSC). The sessions will be taught by the class teacher as this person is the consistent trusted adult, who knows the children really well.



## **JIGSAW**

The PSHE scheme of work (Jigsaw), which we have selected after much careful and reflective deliberation, effectively links together all statutory aspects linked to the curriculum guidance, including Relationships Education, Health Education, Wellbeing, SMSC and British Values. The scheme makes clear links with the statutory guidance and the specified themes that are to be taught and focused upon.

During Relationship Education or PSHE sessions, it is highly likely that spontaneous questions will arise. The scheme of work will support staff in feeling secure and confident with their responses. All teaching will be sensitive to the needs and age of the children, taking into account the different family units and experiences the children are used to. It will be important to consider whether or not some questions may be best answered as a whole class or individually depending on the nature of the questions or the age of the children in the class.

### **Teaching of Relationships Education includes:**

#### **1. Families of people who care for us**

Children are taught about the characteristics of a healthy family and how relationships work. It is important that children can identify if something is not right within their family unit in order to keep them safe. The children will discuss how families can look different within their own school and the wider world. Respect and understanding of this is imperative.

#### **2. Caring Friendships**

The importance of friendships and what is considered a healthy and happy one. It is important for the children to gain a grasp on the characteristics of friendship including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

#### **3. Respectful Relationships**

Much of this theme is centered around respect - respect towards others and self-respect. The importance of respecting others regardless of differences is highlighted. At the forefront of respectful relationships lies the conventions of courtesy and manners. Children at Newcomen Primary School are insisted upon to use manners and be respectful around school. Staff are relentless and consistent in the modelling of such positive behaviours.

#### **4. Online Relationships**

The children are taught how important it is to discriminate between the real and online world. Children need to be clear on how different relationships can look very different online and people can behave very differently. In order to stay safe online, children need to understand the principles and rules on being online.

## 5. Being Safe

As part of the Jigsaw scheme of work, sessions are delivered on how the children can keep themselves safe. This will include understanding one's own feelings and how to report when a feeling of being unsafe arises.

## Inclusion

Newcomen Primary School is committed to ensuring that all students are given the opportunity to succeed in PSHE; the nature of this subject means that all students are encouraged to participate in discussion and share their opinions whilst learning that everyone is entitled to their own point of view. All staff foster positive and open relationships in their classrooms to best support those who are most vulnerable that may require a more sensitive approach to certain issues or topics of discussion. Every teacher at Newcomen Primary School is a teacher of every child in our school, including those with SEND.

Fostering respect for different types of relationships is part of this subject. It is essential that children are educated about healthy relationships regardless of the form or type. During their time in primary school, our children will be part of teaching of LGBT content. LGBT content will arise in the teaching of different types of families and as a primary school, we are encouraged and enabled to cover this. All coverage of LGBT will be delivered in a relaxed atmosphere and in a way that is sensitive and respectful of all. In order to prepare children for life in modern Britain and the world, discussing issues around LGBT families is an essential part of their understanding.

## Assessment, Recording and Reporting

Assessment is central to effective teaching and learning in PSHE education at Newcomen. We have the same high expectations of the quality of pupils work as we do in every other subject. Lessons are progressive and planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessments are used to identify where pupils need extra support or intervention.

Teachers understand the process of, and reasons for, assessing learning in PSHE. Children have opportunities to reflect on their learning, show progress and staff can quickly identify future learning needs.

Assessing learning in PSHE and Relationships Education must therefore use a combination of teacher assessment and pupil self and peer assessment. Personal reflection in PSHE education lessons is essential; ensuring pupils have time and space within the lessons to reflect on this, either through self-reflection or through carefully planned discussion with others, is a vital part of the assessment process.

## Staff Development

All staff members are kept up to date with any changes to the subject through weekly whole school briefings and continual professional and leadership training to ensure accurate subject knowledge and effective delivery of an ambitious and stimulating curriculum for all our children.

All teaching and support staff attend training delivered by subject leader to embed the PSHE scheme of work and ensure progression, consistency and fidelity to the scheme.

## Resources and Accommodation

The Jigsaw scheme of work comes with quality resources to be used by staff. Every class has its own class mascot and a chime to accompany lessons.

Visits from outside agencies are often used to support the teaching of the subject such as school nursing and members of the Redcar and Cleveland School Health. The school plan in visits from school nurse to deliver aspects linked to sex education and puberty. School signposts families to appropriate agencies to support with emotional health and well-being issues.

Our Emotional Health and Well-being Lead Team within school are: Mrs Cook (KS1 Lead and SLE) operational lead; Mrs Hopper Governor Lead and Miss Pusztai (HT and NLE) strategic lead.

## Monitoring and Evaluation

The Head Teacher, members of SLT and the subject leader monitor PSHE and Relationships Education. Team leaders have opportunities to spend quality time in classrooms to speak with the children and ensure whole school consistency.

New members of staff are coached and mentored by subject leader and experienced members of staff.

## Home School Partnership

As a school, we pride ourselves on the positive and genuine relationships we have with our parents, carers and families. It is important that parents are well informed of what Relationships Education involves and how it will be delivered in school.

Our weekly Celebration Assemblies and Newcomen Newsflash celebrates children's achievements, both in and outside of school. This raises self-esteem and informs parents of children's achievements in school. Subject leader holds meetings with parents to inform them of the Relationships Education curriculum. Parents have received an informative letters about the teaching of PSHE.

# Impact

We are committed to ensuring that all pupils are immersed in a quality PSHE education so that when they leave Newcomen Primary School, it will be as good global citizens prepared and able to play a positive role in society. They will be confident, resilient and self-aware and aptly prepared for their next stage of learning at secondary school.

Children become confident in reflecting on their own progress and achievements and through positive relationships between staff and their class, progress and impact will be clearly evident. Staff see that children have made at least good progress through discussions, reflections and assessment procedures.

An ambitious PSHE curriculum and the quality teaching of Relationships Education unlocks the doors to success in other curriculum areas. It provides the building blocks for learning and helps foster a confidence and a desire to learn. It is the fundamental values and family ethos here at Newcomen that feed into the well-structured and coherent teaching of the subject.

Progress will be evident through the way our children present themselves not only in school but in other situations. Here at Newcomen the behaviour of our children is exemplary with children displaying mutual respect for one another and an inbuilt desire to be the best that they can be.

A strong family feel is evident as you walk through the corridors of Newcomen where all staff have a strong passion to give each and every child the best possible start to becoming a happy, well mannered, confident adult ready to face the journey ahead of them. As our Year 6 children leave us to begin their next step in education, we take pride in seeing the individual that they have become.

