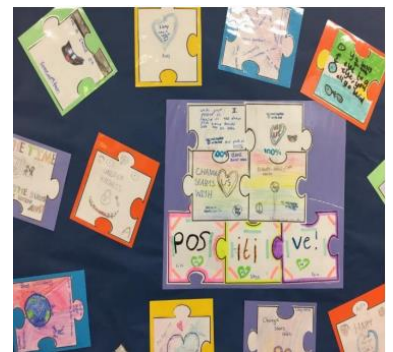


PSHE, CITIZENSHIP & RSHE CURRICULUM AT PELSALL VILLAGE SCHOOL



INTENT

Our intention at Pelsall Village School is that we believe in the importance of education for the development of the whole child. PSHE, citizenship and RSHE help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. PSHE, citizenship and RSHE contribute significantly across the whole curriculum to our responsibility to help prepare for the opportunities and challenges of life.

At Pelsall Village School we intend for children to:

- Develop their personal, social and life skills.
- Acquire knowledge and understanding of important issues that may affect their lives and the lives of others.
- Reflect on their experiences and learn from them.
- Develop their own attitudes and values.
- Engage in active participation in the school and local community.
- Understand basic principles of Citizenship issues.
- Develop their skills of enquiry and communication.

Relationships, sex and health education (RSHE) is a vital part of the broader PSHE curriculum, helping children build healthy relationships, understand personal safety and develop mutual respect.

IMPLEMENTATION

The development of PSHE, citizenship and RSHE citizenship will be developed according to the schemes of work, cross-curricular and extra-curricular opportunities as outlined below:

Scheme of Work

Foundation Stage

PSHE is taught in the Foundation Stage through topic work covered during the year as well as through Circle Time. As the Reception class is part of the Foundation Stage of the National Curriculum we relate PSHE to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged 4 and 5 years. PSHE at the Foundation stage is taught mainly through personal, social and emotional development but contributes to all other key areas.

Key Stages One and Two

PSHE, citizenship and RSHE lessons are taught discreetly through the MUSE Wellbeing scheme of work and Votes for Schools, giving teaching staff the opportunity to be more flexible and make lessons relevant to the current issues, locally and globally. There is also a timetable of key events that happen throughout the school year. Many of these are explored through Votes for Schools e.g. Anti-Bullying week and Black History Month, however where applicable, whole school resources are provided by the subject co-ordinator as and when they are required.

PSHE strategies are also used to resolve conflicts in particular at break and lunchtimes which is further supported through the school's implementation of restorative practice, of which training was undertaken by all school staff in September 2022. Teachers and teaching assistants deliver lessons as well as lunchtime supervisors being aware of strategies to use. Our Designated Safeguarding Lead (DSL) is also key in the development of children's personal, social and life skills.

Personal development curriculum planning has also been undertaken with all members of staff involved to develop planning and resources for breakout days to include the following areas: Citizenship, Healthy Lifestyles, Social Awareness and Me and My Money.

PSHE, citizenship and RSHE is also incorporated into other areas of the curriculum as outlined below.

Cross-Curricular Opportunities

PSHE, citizenship and RSHE can support other areas of the curriculum through:

- Literacy - Children listen to and read stories that enable them to consider other people's lives and experiences. To research issues through a range of non-fiction texts and other written sources. To use writing skills to express their views and communicate them to a variety of audiences.
- Speaking and Listening - Group discussion and interaction, drama plus reading and writing activities.
- Numeracy - Children use numeracy skills to develop financial capability. Data handling skills in the form of presenting and reading the results of research in various graphical forms.
- R.E. - To develop citizenship knowledge, skills and understanding.
- Science - Learning about ways in which living things and the environment need protection. Learning to apply their knowledge and understanding to aspects of their own lives and experience and think about the positive and negative effects of scientific and technological developments on the environment. Children in Years 5 and 6 are also delivered puberty lessons via the School Nursing team.
- Computing - Enabling children to find, collate and combine information, to make judgements about the quality, accuracy and relevance of the information they have found and to organise and present their findings to others. To help children to share and communicate information a variety of ways and to take into account the needs of different audiences.
- Music - As an integral part of culture, past and present, it can help children to understand themselves and relate to others. Providing the opportunity to participate in group or class performance, taking responsibility for their contribution, developing positive relationships with others and recognising the need for different roles within a group.
- PE - Promoting children's self-reliance, self-discipline, social responsibility and spirit of adventure. They learn to value and be sensitive to individual differences and to take part as members of groups or teams. To take different roles and responsibility for their contribution, facing challenges and make decisions.
- Safety - Throughout the year, children are given the opportunity to explore important areas that they need to be aware of in regards to their own safety including child sexual exploitation (CSE), child criminal exploitation (CCE), county lines, NSPCC PANTS underwear rule, mental health and other areas that can be found in the Keeping Children Safe in Education 2022 (KCSIE) document.

Extra-curricular activities and External Agencies

There are many extra-curricular activities where children can develop and practise their personal skills. These include cooking club, craft club, Clean and Green club, Computing club, a variety of sports clubs and a residential that takes place for Year 5 yearly.

External agencies are used to provide expert contributions and enliven lessons. These include Police Community Support Officers, School Nursing team, Fire Service, A STARS, Walsall Council, Library Service, Guide Dogs Association, Dogs Trust, Makaton and Food Bank.

IMPACT

PSHE, citizenship and RSHE is assessed through a variety of ways:

Knowledge of the learning and social activities across the school and opportunities for assessment:

- Contributions to displays or discussion
- Articles for schools or local newspapers
- Participation in an arts-orientated project or relevant theme.

Understanding of the criteria on which to make judgement about progress and achievement:

As with other curriculum subjects, achievements in PSHE, citizenship and RSHE through responsibilities undertaken in school or the community, through participation in projects and initiatives; are recognised with Head Teacher certificates.

Children at Pelsall Village School should have regular opportunities to reflect on their activities by sharing reactions and starting to make sense of their experiences. By identifying what went well and what went wrong and why, they will be able to gradually learn to draw conclusions about their own strengths and weaknesses.

Teachers report pupil's achievements to parents every year on end of year school reports.

In conclusion, at Pelsall Village School, our intent, implementation, and impact reflect a commitment to ensuring:

- Improving the physical and psychosocial well-being of pupils.
- Taking a whole school approach to health and well-being is linked to pupils' readiness to learn.
- PSHE provides an opportunity to provide or enhance skills such as perseverance, conflict resolution, emotional intelligence, self-management, self-respect, teamwork, locus of control, time and stress management.
- Pupils with greater emotional, behavioural, social, and school well-being tend to be more engaged with their schooling.
- PSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain

MUSE Well-being Curriculum and Key Dates

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Healthy Minds and Healthy Bodies	Growth and Change	Positive Relationships	Respecting Others and Ourselves	Thinking Locally and Globally	Economic Wellbeing and Reflection

September	October	November	December	January
Back to School International Day of Democracy (15th September 2025) International Day of Peace (21st September 2025) World's Biggest Coffee Morning (26th September 2025)	Black History Month Harvest Festival Halloween Safety	Bonfire Safety Remembrance World Kindness Day (13th November 2025) Children in Need (14th November 2025) Anti-bullying week (10th-14th November 2025) Road Safety Week (16th-22nd November 2025) Universal Children's Day (20th November 2025)	Human Rights Day (10th December 2025) International Migrants Day (18th December 2025) Christmas Activities	RSPB Big School's Birdwatch Holocaust Memorial Day (27th January 2026)

February	March	April	May	June	July
Children's Mental Health Week 9th - 15th February 2026) Safer Internet Day (10th February 2026)	International Women's Day (8th March 2026) Comic Relief (21st March 2026) Fairtrade Fortnight (2nd -15th March 2026)	World Autism Awareness Month Earth Day (22nd April 2026)	Sun Awareness Week (11th - 17th May 2026) Mental Health Awareness Week (11th- 17th May 2026) Walk to School Week (19th-23rd May 2026)	Water Safety Week (14th - 21st June 2026) Diversity Week (22nd - 26th June 2026)	Transition