

Curriculum Statement for PSHE

For the Social Workers and Mental Health Practitioners



For the Teachers and Leaders

Intent

What we aim to achieve:

It is the intent of the PSHE curriculum to provide a cohesive, whole-school approach to ensuring that children become healthy, responsible and safe members of society through a joined up approach towards personal well-being, citizenship, British values as well as the personal, social and health education. It's key aims for all children are:

- Children to have at least 30 minutes a week of high quality teaching of PSHE as well as underpinning all activities, assemblies, educational visits and cross-curricular clubs.
- Children to develop the knowledge skills and attributes they need to manage life challenges
- Children to have the knowledge to keep themselves healthy, safe and prepared for work.
- Children to develop into resilient learners that have increasing self-esteem.
- Children to develop their emotional intelligence.
- Children to access the Relationships, Sex and Health Education (updated 2021) in order for children to develop healthy relationships both now and in their future lives.

Implementation

How we achieve this:

PSHE is taught and reinforced across the school continuously during lessons, assemblies, school events and break times. It is also integrated into our curriculum through our school values of supporting children to be curious, collaborative, adventurous, reflective, creative and resilient. Jigsaw is used across all year groups in order to build upon previous knowledge and understanding. Topics include Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. In Key Stage 1 and 2 we have started to adopt key questions at the start of every topic that are reflected upon at the start and again at the end. In Reception and Key Stage 1 children's responses are recorded in a floor book. Children in both Key Stage 1 and 2 have a reflection/ personal book that allows them to express their feelings through writing and/or drawing. In EYFS, provision is planned to ensure that children encounter and develop their skills within the area of Personal, Social and Emotional Development daily. Zones of regulation are used to support children in showing how they are feeling throughout the day. Reception access and discuss weekly 'Picture News' as part of their bespoke curriculum. Peer on Peer massage has recently been adopted across school for the purpose of children being able to interact with others in a positive way. Promoting the well-being of children in the knowledge that nurturing touch is a basic need and a powerful tool to help children develop into healthy, well-balanced human beings.

Impact

What is the impact of this?

The subject leader ensures that both knowledge and skills are taught simultaneously through monitoring, learning walks, pupil conferencing and when appropriate book scrutiny. Each topic has specific objectives which enable the teacher to assess whether pupils in each year group have achieved the 'expected' standard or are 'working towards' or 'at greater depth'.

- Children will develop positive and healthy relationships with their peers now and in the future.
- Children will understand the physical aspects involved in RHE at an age appropriate level.
- Children will have respect for themselves and others.
- Children will hold a positive body image of themselves and others.
- Children will demonstrate and apply the British values as well as a healthy outlook towards school.
- Children will show good behaviour across the school as well as through their social interactions, school council and after-school club attendance.
- Positive massage improves children's fine motor, concentration, self-esteem and confidence.
- Children will respect their peers right to say 'no.'
- Pupil voice will be used to assess pupil's understanding and knowledge, alongside key questions being answered at the end of a topic.