Whimple Primary School

P.S.H.E. Curriculum Statement, Knowledge and Skills Progression

Subject Vision: **"PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain." - PSHE Association**

Our vision for PSHE, (which incorporates the National Curriculum statutory guidance for Personal, Social, Health and Economic Education Sept 20), is to allow our children to become responsible and informed global citizens. We want our children to develop as great communicators, who are confident to share their views and opinions. We aspire to ensure PSHE is at the core of everything we do. By doing so it allows our children to blossom into confident, independent, reflective and responsible members of the ever-changing society around them.

Statement of Intent:

We intend to build a PSHE curriculum that:

- enables our children to have the knowledge, understanding and skills they need to become healthy, independent, confident and responsible citizens
- enables our children to become positive and capable members of families, communities and greater society
- helps them understand how they are developing personally and socially
- tackles and supports pupils to reflect on many of the moral, social, spiritual and cultural issues that are part of growing up
- provides learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences
- promotes rights and responsibilities and so pupils appreciate what it means to be a member of a diverse society, incorporating British Values
- encourages pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community
- supports transition into secondary school and onwards into adult life

Through Whimple's 6Rs and Skills Builder whole school programme, we develop and celebrate general skills of speaking, listening, questioning, observation, creativity, problem solving and resilience that are embedded in our approach to children's engagement with their personal development and learning.

Statement of Implementation:

In order to ensure that we meet the expectations of the PSHE curriculum and the new RSE curriculum we follow the Jigsaw scheme which is regularly updated to reflect current issues. We carefully chose this resource because of the way it promotes in-depth discussion of key life moments, ensuring children understand key concepts and are engaged in active discussion. Our approach to teaching PSHE is intended to support and encourage all learners to be the very best they can be. PSHE is taught at least weekly and the core values are embedded throughout assemblies.
Each of the six modules are introduced via a whole school assembly in the following order:

- Being Me
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me *

* Some sessions taught in individual year groups due to lesson content and vocabulary linked to SRE.

Alongside governmental policy, we recognise that educators also have duties in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Statutory guidance on 'Keeping Children Safe in Education' states that Governing bodies should ensure that children are taught about safeguarding, including online safety. We consider this as part of providing a broad and balanced curriculum.

We are aware that the Equality Act 2010 places duties on schools to both address prejudice-based bullying and to help prevent it from happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, should help our schools to fulfil this duty. The PSHE curriculum is taught through a carefully sequenced rolling programme. This builds on skills previously learned and can be timed to match children's needs. In the EYFS, through Personal, Social, Emotional Development children are supported to build constructive and respectful relationships that allow them to play, learn and develop alongside both adults and their peers. As children make friendships, they learn to manage conflicts and rivalries with the support of adults. Children are empowered to envisage themselves as valuable individuals who are aware of what makes them unique. In the Early Years and throughout the school, children are encouraged to name their feelings and adults carefully model the handling of these feelings and emotions to support children in becoming independent in moderating their own feelings. Children are taught to manage their own physical and emotional needs and understand the importance of respecting the privacy of others.

A large part of the curriculum in the Early Years supports the development of resilience within young children. Children are encouraged to persevere to meet their goals and targets. As a part of the learning journey experienced in the Early Years developing the understanding of rules and routines is an integral part that runs parallel to all.

Through our school council, pupils are encouraged to take an active role in decision making within the school community and all pupils are supported to play an active role in the school and wider community.

Statement of Impact:

The PSHE curriculum supports effective and engaging learning which improves children's behaviour in school, at home and within the community. The impact of our curriculum will be seen when talking to and observing children's interactions around the school.
Children will each make progress relative to their own individual starting point. Children can then leave us able to join the 'great conversations of humanity' and able to participate in the discourse that underpins current affairs, cultural life and functioning democracy.
By the end of their time with us, each child will:

· Recognise and apply British Values
· Be able to recognise, understand and manage their own emotions
· Understand who they can rely on and ask for support
· Have an awareness of their mental health and ask for support where necessary
· Understand how to maintain a healthy lifestyle
· Embrace differences and have an understanding of diversity
· Apply learnt skills in real life situations
· Demonstrate self-confidence and self-esteem
· Develop and maintain healthy relationships with peers and adults
· Show respect to themselves and others

This Curriculum Statement should be read in conjunction the whole school overview of learning for this subject.