**PSHE**

Written October 2023

**Intent** - What are our curriculum aims?

At Stocks Green Primary School, **our PSHE curriculum is designed to meet our curriculum aims** which are to:

* recognise children’s prior learning
* provide first hand learning experiences
* promote creativity
* make connections between subjects and real life
* promote safe, equal, caring and enjoyable relationships and discussing real-life situations appropriate to the age and stage of pupils
* encourage the children to develop interpersonal skills
* build resilience and become creative, critical thinkers
* understand their own strengths and areas for development and know how to face challenges
* promote responsibility for learning and future success

Further to this, we have specific aims for pupils leaving our school having experienced our PSHE curriculum. We aim to equip all pupils with a **sound understanding** of risk and with knowledge and skills necessary to make **safe and informed** decisions in their lives. We aim to provide the children with opportunities to: reflect on their increasing independence and physical and **social awareness**. Build on the skills acquired during Early Years Foundation Stage (EYFS) and to develop the skills to build effective relationships. To develop their skills to gain greater personal responsibility and manage their own personal safety, **including online**. To enable pupils to manage the physical and emotional changes at puberty and prepare them for the wider world and enable them to make an **active positive contribution** to their communities.

Our PSHE curriculum is designed to **ignite children’s interest in themselves, their wider community and the world**. We aim that in every PSHE lesson children know more and remember more of our curriculum. Our PSHE curriculum ‘SCARF’ provides a comprehensive scheme of work for PSHE education and covers all of the DfE's statutory requirements for Relationships Education and Health Education. It also covers the learning opportunities within the PSHE Association’s Programme of Study, therefore providing for elements such as the rights of the child, caring for the environment, economic education, and children’s social, moral, spiritual and cultural (SMSC) education, including British Values, which are statutory requirements. It provides a framework though which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school’s PSHE curriculum supports the school’s aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school’s curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral and sequenced curriculum of recurring themes.

**Implementation** – How do we achieve our aims?

**Mapping concepts**

Our curriculum divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;

2. Valuing Difference: a focus on respectful relationships and British values;

3. Keeping Myself Safe: looking at keeping ourselves healthy and safe

4. Rights and Responsibilities: learning about money, living the wider world and the environment;

5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;

6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

For example, through the theme of ‘Keeping Safe’, children learn to talk about how to keep their bodies healthy and safe in EYFS. In Year 1, children learn to know that our bodies need healthy foods, exercise, oxygen and sleep for energy. In Year 2, they move on to explain simple issues of safety and responsibility about medicines and their use. In Year 3, they learn to identify risk factors in given situations. Building on this knowledge in Year 4, children learn to define the words danger and risk and explain the difference between the two. In Year 5, they learn to reflect on risk and the different factors and outcomes that might influence a decision. By Year 6, the children learn how to explore the risks and legality of communicating and sharing online.

Stocks Green’s PSHE provision supports the school’s intent of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school’s curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;

2. Encourage and support the development of social skills and social awareness;

3. Enable pupils to make sense of their own personal and social experiences;

4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;

5. Enable effective interpersonal relationships and develop a caring attitude towards others;

6. Encourage a caring attitude towards and responsibility for the environment;

7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;

8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

**Progression and sequencing**

All pupils participate in weekly PSHE lessons, but where needed, PSHE lessons may happen more than once a week when dealing with a specific event or subject. PSHE learning at KS1 and KS2 is practical; our children are taught to discuss and reflect upon on previous and current experiences as well as preparing them for future ones. This is all taught in a safe environment which enable the children to be confident to discuss and reflect upon their learning.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

**Lesson design and curriculum delivery**

We know how important is to teach children correct subject vocabulary. Rather than a one–off approach, we’ve built **consistent use of vocabulary** across each of the themes. For instance, children become familiar with vocabulary to discuss feelings and emotions. This helps them to become increasingly confident in using them in different contexts. The developing vocabulary used is outlined within the progression of knowledge and skills.

**Building vocabulary**

**Pupil Outcomes**

Evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.

Department of Education. Personal, social, health and economic (PSHE) education: a reflection of impact and effective practice. March 2015.

It is expected that our pupils will leave Stocks Green at the end of KS2 with the knowledge, skills and attributes they need to manage their lives both now and in the future. As well as enabling them to stay ‘healthy and safe’, as they continue their learning journey into KS3.

**Impact** – How will we know we’ve achieved our aims?

At Stocks Green, we strive to enhance pupils’ Personal, Social and Health Education through an engaging and creative PSHE curriculum. As a result of this, pupils will be proud to become independent and responsible citizens of our community. We provide exciting opportunities to explore and master the all-important social skills with others, through enriching all learning opportunities throughout the day. Emotional health and wellbeing is at the forefront, as we believe this is key in empowering our pupils to become lifelong learners. We aim to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

**Outcomes**