

- learn to respect and understand common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning
- gain an understanding about their role as citizens
- develop knowledge and understanding of how children can make a positive contribution to society and the world.
- to develop financial capability skills for future economic well-being
- to know about main political and social institutions which affect their lives and to know and understand what it means to be a positive and active member of a democratic society
- develop self-confidence and self-esteem
- be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues
- know and understand what constitutes a healthy lifestyle
- be aware of safety issues and manage risk in their own lives
- develop knowledge and understanding of being and keeping healthy
- keep safe in a range of environments and contexts, including Internet safety
- develop knowledge and understanding of emotional health
- enable children to enjoy and achieve in their lives

Implementation

In EYFS, the school builds upon children's interests and their starting points, laying the foundations for further study within the discipline of PSHE and RSHE.

Children complete learning activities aimed at helping them to progress and develop their Early Learning Goals. They are observed and assessed using the following Early Learning Goals:

Personal, Social and Emotional Development which explores self-regulations, managing self and building relationships.

Understanding the World which explores people, culture and communities.

Communication and Language with a focus on listening, attention and understanding and speaking

In Key Stages One and Two, units of work are mapped out on a two-year cycle and cover aspects of the three main themes:

- Relationships
- Health and Wellbeing
- Living in the Wider World

Each week, children who have been living out the school's values and trying their very best in terms of their learning, are awarded a 'Star of the Week' award.

Each class teacher, from Nursery to Year Six, select at random, a child to be 'The Bee's Knees. The child who is selected will then receive compliments throughout the day from both teachers and their peers.

Children with a high attendance are awarded gold, silver or bronze certificates badges and are entered into an end of academic year prize draw. Class attendance is celebrated each week during assembly and the class with the highest attendance receives a reward.

Visitors are invited into the school to deliver informative sessions to the children: school nurses, Talking Teeth, community police, police, ambulance and fire brigade service, priest, Preti Mistri, The Royal Academy of Culinary Arts Adopt a School and sporting coaches. Sports coaches regularly attend school to deliver both class base, theory lessons along with Physical Education lessons, to support children's positive mental health and wellbeing and improve children's understanding of health and nutrition.

Annually, children in Year Five participate in Crucial Crew, an event which aims to help children become more aware of their personal safety. It helps children to develop their understanding of how to avoid being a victim of crime, ways in which to keep active and healthy and the importance of this, as well as teaching children what to do in an emergency. The event helps children to recognise ways in which to foster good citizenship.

The school encourages both children and parents to adopt healthy lifestyles and has been successfully awarded the Tasty Tuck award. Year Five and Six children participate in a cooking workshop with The Royal Academy of Culinary Arts 'Adopt a School' which explores food categories and healthy food choices.

Collective Worship activities focus on developing children's British, Christian and School Values.

Timetabled Personal Development - PSHE lessons place an emphasis on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.

All teachers endeavour to provide a safe learning environment through the establishment of clear ground rules which are made explicit to the children and consistently reinforced.

Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g., resolving conflicts.

Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g., charity fund-raising; the planning of special events at school; making class rules and charters; attending school council meetings; recycling and re-using; and by taking on roles of responsibility for themselves, for others and for the school.

Sensory activities help to build children's resilience and self-control whilst delivering personalised activities suited to a child's 'Sensory Diet'.

Positive Playtimes ensure that Year Six children support Reception children in learning new games and developing their communication skills whilst taking part in outdoor games.

Curriculum Planning

Planning has been developed from research and information provided by the PSHE Association. Medium Term Plans have been developed containing objectives to be taught along with possible teaching activities. Children's mental health and well-being is of paramount importance and, as a school, we have developed a 'Positive Mental Health and Wellbeing Overview which addresses different areas of the SEARCH Framework: strengths, emotional management, attention and awareness, relationships, coping, habits and goals.

Expectation

Throughout Key Stages One and Two, children will progress their knowledge, skills and understanding in the following areas of PSHE:

Relationships

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
2. How to recognise and manage emotions within a range of relationships.
3. How to recognise risky or negative relationships including all forms of bullying and abuse.
4. How to respond to risky or negative relationships and ask for help.
5. How to respect equality and diversity in relationships.

Health and Wellbeing

1. The meaning of a healthy lifestyle.
2. How to maintain physical, mental and emotional health and wellbeing.
3. How to manage risk to physical and emotional health and wellbeing.
4. Ways of keeping physically and emotionally safe.
5. About managing change, including puberty, transition and loss.
6. How to make informed choices about health and wellbeing and to recognise sources of help within this.
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

Living in the Wider World

1. About respect for oneself and others and the importance of responsible behaviours and actions.

2. About rights and responsibilities as members of families, other groups and ultimately as citizens.
3. About different groups and communities.
4. To respect equality and to be a productive member of a diverse community.
5. About the importance of respecting and protecting the environment.
6. About where money comes from, keeping it safe and the importance of managing it effectively.
7. How money plays an important part in people's lives.
8. A basic understanding of enterprise.

Cross Curriculum Links

Strong links will continue to be made with the teaching of Science, Religious Education and the 'Come and See' programme. The implementation of 'Everyone's Welcome', an equal opportunities programme of study will also contribute to the teaching and learning of RSE.

Spiritual, Moral, Social and Cultural Development

Social, moral, spiritual and cultural education (SMSC) is crucial to the development of all our children and is integrated into the curriculum from Early Years up to Year 6. We promote British values throughout the curriculum, in addition to whole school activities where the importance of respect, acceptance and understanding diversity are just some of the morals taught in our school. PSHCE lessons and whole school assemblies encompass British values. Through the teaching and learning of PSHCE, children develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them. They develop the knowledge, skills, understanding, qualities and attitudes that they need in order to make an active contribution to society.

Equal Opportunities / Inclusion

Teaching staff use adaptive teaching when delivering PSHE lessons, adapting lessons when needed to suit the needs of all children so that every child has the opportunity to progress in their knowledge and skills. Age-appropriate questioning takes place. Teachers refer to children's Graduated Approaches when teaching. PSHE Association SEND planning and assessment documents can also be referred to, to ensure a high quality of education for all children.

Assessment and Recording

Children's learning is recorded in Personal Development books and forms a basis of evidence of objectives and lessons taught relating to PSHE and RSE. Baseline, whole school pre-learning tasks are completed when introducing each theme (3 themes per term). Children then record the knowledge that they gain during the completion of a post learning activity.

Tell Me Time sessions take place during regular intervals as a form of pupil voice and a strategy in which to obtain children's knowledge and understanding. The subject leader uses 'Tell Me Time' to evaluate the quality of the PSHE education provided. This is a strategy adapted from

Alex Bedford's 'Pupil Book Study' research work. In addition, the whole school, 'Master Learning Recap Strategy' is used to establish children's prior learning along with their knowledge and understanding.

Our whole school 'Hexagonal Thinking' task design strategy can also be used by teaching staff to assess what pupils know and remember, allowing children to make links in their learning.

Teachers assess children's work in PSHE by making assessments as they observe children working during lessons. Formative assessment strategies are on-going throughout lessons, across a unit of work and across a term/year. Teachers record the progress that children make by assessing children's work against the key learning taken place in lessons. At regular intervals, following retrieval opportunities, (to allow us to ensure learning has moved from short to long term memory), teachers will make note of any pupils who are not able to remember key learning. They will identify how they may be able to ensure that support can be put in place to ensure that every child can continue to develop and make progress as they move on to learning within future topics.

Throughout the academic year, teachers are able to use their professional knowledge and assessment information to indicate whether children are working towards, working at or working above age related expectations. In Key Stages One and Two, Assessment of Learning assessment sheets are completed for each individual pupil throughout both Cycles A and B. The sheets contain 'I can' statements which are used by teachers to record dates of formative assessment of learning outcomes.

The PSHE subject leader keeps evidence of planning, videos and photographs of children's achievements in a portfolio of evidence.

Resources

PSHE Association

'A Journey in Love' programme of study.

'A Journey in Love' resource book and DVD

Accompanying year group PowerPoints.

Religious Education resources including To Know You More Clearly