

## **PSHE**

### **Our Vision**

Through our PSHE (Personal, Social, Health and Economic) curriculum we want to equip our children with the knowledge, skills and attributes they need to manage their lives now and in the future. We want them to become more independent, form healthy relationships, manage their feelings & emotions and stay healthy and safe. We want them to develop into well-rounded individuals who have self-confidence, are motivated to learn and be active and responsible citizens.

We want to prepare our children for the future by encouraging the development of characteristics for life such as a love of learning, resilience, integrity, team work, critical thinking and independence. We want to prepare them for the world of work and support them in developing enterprise skills and financial awareness.

### **PSHE Curriculum Overview**

PSHE remains a non-statutory subject. However, there are aspects of it we are required to teach. We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. We must also teach health education under the same statutory guidance.

### **Early Years**

The EYFS Framework states that:

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The area is split into 3 strands:

Self-confidence and self-awareness: children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show

sensitivity to others' needs and feelings and form positive relationships with adults and other children.

The children are provided with opportunities to explore these throughout their time in nursery and reception.

## **Key Stages 1 and 2**

At Summerville Primary School we follow the programme of study published by the PSHE Association. This scheme of work is broken down into 3 strands:

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

These are further broken down into the following subcategories.

As part of the 'Health and Wellbeing' strand the children learn about healthy lifestyles, mental health, themselves (including how they grow and change), keeping safe and drugs, alcohol and tobacco.

Under the 'Relationships' strand they learn about families and close positive relationships, friendships, how to manage bullying and hurtful behaviour, how to keep safe in relationships and having respect for themselves and others.

Whilst studying the 'Living in the Wider World' unit, the children are taught about shared responsibilities, communities, media literacy and digital resilience, economic wellbeing around money and about future aspirations, work and career.

The fact that we use a spiral curriculum means that the children revisit the different areas throughout their time at primary school and build on what they have previously learnt. This ensures that they receive depth and breadth within the subject.

Our guiding principles are that that all of the compulsory subject content must be age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

In line with the ethos of our school, we have tried to integrate the learning into all the subjects we teach. So for example, the children learn about physical well-being in PE lessons, they learn how to listen to, respect and politely challenge others' points of view in P4C and learn how to stay safe when using technology in their computing lessons. In addition to this we have weekly class assemblies and themed days each half term covering all the strands of the curriculum.