

Abbey Academies Trust



Every Child Matters

PSHE Curriculum Statement

Amended

July 2019	September 2022	
November 2019		
May 2021		

Every Child Matters within a loving and caring Christian environment

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 29: Every child has the right to be the best they can.

Article 24: Every child has the right to the best possible health.

The Importance of PSHE

Learning in PSHE ensures that children and young people are prepared to lead a safe and healthy life with robust mental, social, emotional and physical wellbeing, enabling them to become communicative, responsible and positive citizens within their local community and in the modern world. 'The 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'.

Intent: We aim for our pupils to:

- fulfil their potential and to understand themselves to be **valued** for who they are
- become **thoughtful, open-minded and compassionate human beings** who have the knowledge, skills and motivation they need to bring about positive transformation in the world
- make **reflective and informed decisions** in order to improve their mental, emotional, social and physical wellbeing, within a healthy lifestyle
- understand and **develop their character** with a focus upon our 6 core character traits: motivations, self-regulation, resilience, self-belief, integrity, empathy
- experience challenge and the enjoyment of achievement
- have worthwhile and fulfilling relationships
- respect our common humanity, diversity and differences between people
- keep themselves and others safe including when online
- play an active role as members of a democratic society

Our curriculum drivers for the journey are:

- Respect
- Personal growth and success
- Spirituality
- Community – local and global

Implementation: How do we do this?

Pupils undertake learning using a spiral programme incorporating the RSE Statutory guidance and the PSHE Association framework. This is divided into three key areas:

<u>1: Relationships</u>	<u>2: Physical health and mental well being</u>	<u>3: Community and Respect</u>
<ul style="list-style-type: none">• Families and people who care for me• Caring friendships• Respectful relationships• Online relationships• Being safe	<ul style="list-style-type: none">• Mental wellbeing• Internet safety and harms• Physical health and fitness• Healthy eating• Drugs, alcohol and tobacco• Health and prevention• Basic first aid• Changing adolescent body	<ul style="list-style-type: none">• The relationship between rights and responsibilities• How pupils can look after the environment• The different roles and responsibilities people have within the community• Different groups within our community and the contributions they make• Diversity, prejudice, and stereotypes• The role of the internet and social media in society

The PSHE curriculum is interwoven with our Christian Values, British Values, UNICEF rights, Character Education, Green Flag and Global Goals and these themes may be taught discretely or linked through other subjects and within other curriculum areas. PSHE extends beyond the curriculum in a wide range of activities and experiences e.g. residential, visitors and visits, fundraising days, assemblies, collective worships. The PSHE Team undertake their own professional development where necessary to ensure deep subject knowledge which can be used to support staff throughout school. Furthermore, CPD is planned by the PSHE Team to support staff and develop good subject knowledge. The planning is supported and enhanced through resources collated by the PSHE team. Pupils are provided with well-structured classroom activities involving interaction and dialogue (between teacher and pupils, and between pupils themselves). Pupils with SEND needs are supported through scaffolded learning activities and dialogue to enable all pupils to fully embrace and engage with the PSHE programme. These may be presented orally, recorded in written/digital/pictorial form, individually or as part of a group activity in line with the Safeguarding Policy. The encouragement of discussion, debate and the sharing of ideas and opinions adds to both the quality of the assessment information gained and the richness of the teaching and learning situation. This also helps provide children with a high aptitude for the skills of PSHE with additional thought-provoking challenge.

Impact

- Assessment will focus on children's knowledge and understanding, skills and attributes in relation to food and health, substance misuse, relationships and their social and life skills. Teachers and learners will gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years through to Y6, our children's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making.
- Pupils understand what constitutes a safe and healthy lifestyle
- Pupils show respect and tolerance towards themselves, other people and the environment
- Pupils can make personal, community and global links with Christian Values, British Values, UNICEF rights, our core character traits, Green Flag and Global Goals
- Health and Wellbeing Team is proactive in supporting learning and teaching

This is monitored through:

- Planning and book monitoring
- Pupil questionnaires and interviews
- Discussions with class teachers, year leaders and SLT

Other relevant documents:

- Curriculum overview for PSHE
- PSHE policy
- RSE Policy
- Character Education policy statement
- Drugs Education Policy
- E-Safety Policy
- Health and Wellbeing Policy
- Safeguarding Policy
- Behaviour and Bullying Policy
- Teaching, Learning and Curriculum Policy
- Planning and resourcing documents- see PSHE One Drive