

PSHE

INTENT

Vision Statement

At New Scotland Hill Primary School and Nursery, we understand the importance of equipping our children to have the skills, strategies and knowledge to be able to play an active, positive and successful role in today's diverse society. Our Personal, Social and Health Education curriculum (PSHE) has been carefully designed and sequenced to ensure our children are taught age appropriate knowledge and skills to meet the needs of an ever changing society. The curriculum also links closely with key policies including: Safeguarding and Child Protection Policy, the Equality Policy, the E-Safety Policy and our British Values Statement. Through our six carefully chosen topic titles of Managing Emotions, Respect, Safety, Resilience, Being Healthy (mind and body) and Relationships (RSHE), New Scotland Hill Primary School and Nursery will equip children with the knowledge and skills to:

- form and develop appropriate relationships;
- understand details relating to their own health, personal care and sexual development;
- maintain personal wellbeing;
- enhance their self-esteem, self-confidence and assertiveness;
- develop their understanding of the world they live in;
- have the power and knowledge to make informed choices;
- understand the importance of equality and diversity.

National Curriculum Aims

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the new national curriculum.

Although PSHE is a non-statutory subject, the Relationships element is now a compulsory element for all year groups. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study and teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSHE) and the importance of physical activity and diet for a healthy lifestyle.

IMPLEMENTATION

Emotions

Children will learn the importance that although all emotions are good, some need a little more work to understand them than others. This will be taught through whole class discussions, stories and smaller group work and will enable children to become emotional literate by building on their learning from the previous year.

Respect

Safety

Resilience

Being Healthy (mind and body)

Relationships (RSHE)

In addition to our progressive PSHE curriculum, we also strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences. There may also be occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class. Our environment reinforces the PSHE curriculum through questioning, vocabulary and discussion topics on displays throughout school. Through life skills sessions, links with the local communities, fundraising opportunities, visitors and national and international events we provide enrichment opportunities to contextualise learning. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. Through daily emotional check-ins, children will be encouraged to apply their knowledge of their personal emotions to reflect their current state of mind.

develop pupils' understanding of the world and of personal, social, health, emotional and citizenship concepts and relevant vocabulary

provide pupils with a relevant, age appropriate and broad curriculum

understand issues relating to their own health, personal care, sexual development and relationships.

enable pupils to make choices

provide pupils with strategies to maintain personal wellbeing, promote resilience and equip pupils with skills to keep themselves and others safe

promote an atmosphere celebrating equality and diversity

enable learners to form appropriate relationships and give them a sense of dignity and respect for each other.

develop personal responsibility, self confidence and assertiveness.

empower learners so they have more control over their own life.

enhance their self esteem.

IMPACT

All children understand the importance of PSHE, RE, SMSC and British Values and the effects it can have on life in and out of school, this is evident through termly pupil voice. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility. By the time they leave our school, personal, social and health education (PSHE) enables our learners to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.