



Subject: PSHE

Rationale

'Pleasant Street Primary School pledges itself to be a place where uniqueness is celebrated and all individuals will find safety and respect for themselves, their families and their way of life.'
(Mission Statement)

At Pleasant Street Primary we actively strive to enable our children to become confident, caring and independent members of society, who take pride in their unique identity, as well as their family, culture, beliefs and heritage. They learn to value their own and other people's cultures in modern multicultural Britain.

At Pleasant Street Primary School, PSHE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the PSHE curriculum.

Characteristics of a pupil of PSHE (Curriculum Aims)

The PSHE curriculum aims to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Through the delivery of the PSHE curriculum children will learn:

- how to keep safe and stay safe in a modern world
- how to keep healthy and stay healthy in a modern world
- What healthy and unhealthy relationships look like
- How to manage feelings and emotions. Understand and value the feelings and emotions of others.
- That we grow and change and what this looks like (e.g. puberty)
- Living in the wider world.
- How to live life without judgement
- That money is important. Children will understand how money is earned and to budget in everyday life.

Curriculum Intent

Our taught PSHE curriculum is one of many ways children at Pleasant Street learn about themselves, others and the wider school community. Topics are taught using the '1Decision' Programme of study, in addition to other school resources. We strive for academic and personal excellence and want our children to be happy and have high aspirations.

Our intention for PSHE in the classroom is that the curriculum aims to ensure that all pupils work together and demonstrate our school values on a daily basis::

- Resilience
- Responsibility
- Respect
- Resourcefulness
- Reflectiveness

Curriculum Implementation

Our taught PSHE curriculum is one of many ways children at Pleasant Street learn about themselves, others and the wider community. Three core themes are covered using a spiral curriculum model. Each theme is taught in modules and returned to in each key stage in order to build on children's developing maturity and understanding.

A range of teaching and learning approaches are used to deliver PSHE, with an emphasis on active learning and group discussion. In addition we encourage the children to take part in a range of tasks that promote active citizenship. This includes ensuring all EAL and SEND children have access to the curriculum with careful planning and differentiation.

PSHE is delivered through

- Discrete curriculum time
- P4C (which incorporates different themes from the PSHE curriculum)
- Half termly Diversity Days
- Assemblies, class assemblies and discussions
- Circle time: when issues arise, ensuring time is made to meet the needs of the children
- Extra-curricular activities (after school clubs, class visits and visiting speakers (e.g. NSPCC, community police, people of faith, as well as charitable events))

The syllabus is designed to support teachers by enabling them to deliver RE with academic rigour, multidisciplinary approaches and a variety of resources – with high expectations throughout. Children's learning is enriched beyond the classroom, through visitors from faith backgrounds and visits to places of worship.

Curriculum Impact

We have confident children who exercise their own decision making skills in the context of personal, social and moral dilemmas. All children are given equal opportunities to succeed through collaborative learning and ongoing formative assessment.

Assessment information is collected via a range of tools which include: children's level of engagement in group and class discussions as well as through analysis of work in pupil's books. Assessment information is collected half termly and analysed as part of the whole school agreed cycle of monitoring.

Monitoring in PSHE includes book scrutiny, lesson observations, learning walks, pupil and/or staff voice. This is used to inform further curriculum developments and provision is adapted accordingly.