

PSHE Curriculum (including RSHE)

Vision Statement

'PSHE is the curriculum for life.'
PSHE Association

Our curriculum **motivates** children to be global citizens in a diverse society and prepares them for the opportunities, responsibilities and experiences for later life. At Berridge, we believe that children are all individuals; therefore, we encourage mutual respect, responsibility and foster self-esteem in a happy, nurturing environment. Our children are growing up in an increasingly complex world both on and offline. We aim to prepare our children for the challenges and risks in an ever-changing environment. In order for them to make safe and informed choices whilst playing a positive role in society, we endeavour to equip them with the skills, knowledge and resilience necessary.

The overarching theme for our curriculum is **People & Places**. We aspire for our children to become active citizens – both socially and globally. Our school's Core Values are **Considerate, Creative, Motivated, Reflective, Resilient and Respectful**. Our PSHE curriculum has been planned with these in mind.

Intent

"Citizenship is the chance to make a difference to places where you belong"
Charles Handy

It is our intention that our pupils become emotionally literate 'life-long' learners empowered and prepared to deal with the ups and downs of life outside of school now and in the future. To be actively involved in their communities and making the world a better, safer and happier place to live in.

Through the teaching of our core strands, we will develop the 'whole child' by helping them to understand themselves, others and the world around them as well as promoting their social, mental and physical development.

In order to ensure that we meet the expectations of the PSHE and RSHE curriculum we have bought a scheme that encompasses all. We have a thematic approach to primary PSHE education, covering seven themes over the school year. Physical health and well-being, Keeping safe and managing risk, Drug, alcohol and tobacco education, Careers, financial capability and economic wellbeing, Mental health and emotional wellbeing, Health and Relationships and Identity, society and equality.

[Government documents for Statutory elements of PSHE](#)

Implementation

'Teaching the skills necessary to navigate the wider world and stay safe'
Kim Constable's Year 7 pupils

The PSHE curriculum is led and overseen by the subject leaders who will monitor, evaluate, review and celebrate good practice over the year. The curriculum incorporates the statutory requirements of Relationships Education, Relationships and Sex education and Health Education 2020 and the Non-statutory PSHE curriculum.

Our PSHE curriculum is based on the You, Me, PSHE scheme of work produced by Islington Local Education Authority but supplemented with resources from 'Growing up with Yasmin and Tom' and free resources from a number of NGOs such as Young Minds, Red Cross, NSPCC, St John's Ambulance and 'Moneysense' a financial resource created and shared by Nat West.

PSHE is taught weekly as a stand-alone subject but then core values are embedded into assemblies, theme days and other curriculum areas.

Each half term there is a different whole school theme, each theme will be taught explicitly through engaging topics in each year group which include relevant links to other areas of the curriculum such as computing, history, British values. There is also a PSHE theme assembly- to introduce the theme prior to starting their units of work as well as a regularly updated PSHE display to remind pupils what the PSHE theme for the half term is.

Our PSHE curriculum is organised into the following themes:

- ❖ **Physical health and well-being** - Children will become **reflective**, healthy and respectful active members of society.
- ❖ **Keeping safe and managing risk** - Pupils approach and tackle a range of real-life situations and **reflect** upon skills and attributes to help them navigate themselves through modern life.
- ❖ **Drug, alcohol and tobacco education** - Children explore the laws, risks, pressures and consequences associated with drug and alcohol use, as well as the dangers of household products and prescribed medications.
- ❖ **Careers, financial capability and economic wellbeing** – Children are given opportunities to explore financial decision making and capability. The key areas we cover include: budgeting, enterprise, financial awareness and spending and saving
- ❖ **Mental health and emotional wellbeing** - Our school promotes pupil's wellbeing and resilience through an understanding of their own and other's mental health and the development of healthy coping strategies.
- ❖ **Health and Relationships** – We aim for children to become confident and knowledgeable to discuss health and relationships. Children become more aware of the changes involved in growing up, learn to challenge and identify gender stereotypes and value different families. In year 6, children have the opportunity to deepen their understanding of sex education.
- ❖ **Identity, society and equality** - We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We develop **respectful** and **considerate** children who appreciate difference and diversity whilst nurturing creative and independent thinkers.

Teaching and learning in PSHE is varied there is a lot of discussion and debate, reflection, drama, creative activities and sometimes some written outcomes. Lessons are evidenced through an annotated year group portfolio

Each unit of work has a built in pre and post unit assessment to demonstrate the extent of pupils learning over the course of the theme. Pupils complete the assessments at beginning and ends of each themed unit. Teachers use these before and after assessments along with other evidence from over the year to assess against end of year milestones. Progress in PSHE is shared with parents through their child's annual report.

Impact

The impact of our PSHE curriculum is measured in a variety of ways: through the questions children raise during lessons, through answers given, listening to children's responses in discussion, using images/videos of children's practical learning and the pre & post topic assessments.

Teachers use this evidence to assess pupils against the end of year milestones for PSHE. These will inform future adaptations to our schemes of work. Subject leaders ensure the system is rigorous through monitoring and moderation of work, pupil interviews and lesson drop-ins.

By end of the PSHE curriculum at Berridge, our children will:

- Have the skills and confidence to be global citizens in a diverse society
- Prepared for life beyond primary school and be motivated to grab opportunities and experiences that come their way
- Be respectful and considerate of others in their communities and beyond
- Have self-confidence and an ability to be resilient when facing challenges
- Have strategies and skills to enable them to look after their mental, emotional and physical health.