



PSHE Curriculum Statement

Our Vision:

'At St Mary's, we believe that PSHE is integral to the development of children's' values, in order for them to become a positive citizen in a forever changing community.'



Intent

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

We provide our children with opportunities for them 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.

PSHE is integral to the development of children's values for them to become a positive citizen in a forever changing community.

Implementation

We use the clear and comprehensive scheme of work; You, me and PSHE, in line with the National Curriculum. We differentiate this curriculum and adapt it to meet the SEMH and academic needs of all children.

You, Me and PSHE provides a clear and progressive PSHE curriculum which is divided into 6 different strands:

- Drug, alcohol and tobacco education (DATE)
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Careers, financial capability & economic wellbeing
- Identity, society and equality

Each topic consists of three lessons per half term and teachers are expected to teach a minimum of three lessons in each half term.

There is a clear, progressive long-term plan which identifies the topic and key knowledge covered. There are also knowledge organisers for personal development which link our PSHE curriculum with MindMate Champions, and Relationship and Sex Education (RSE), Character Education. These identify what the children should already know, what they will learn, key vocabulary and books linked to the topic.

Half termly we also use the MindMate Champions lessons which support the SEMH needs of children throughout the school. There is a clear, progressive long-term plan that identifies the knowledge and skills the children will be developing.

MindMate lessons are grouped into these six themes:

Feeling good and being me

This theme lays the groundwork for the subsequent themes. Beginning with developing an understanding of feelings (both comfortable and uncomfortable), strengths and self the lessons go on to look at concepts such as resilience, self-esteem and aspirations for the future. Key skills developed here include goal setting and using a solution focused approach to problem solving.

Friends and family

This theme focuses on relationships, both healthy and unhealthy. The lessons explore how to tell the difference between the two and how to end an unhealthy relationship. Loss and bereavement are also covered here. Key skills include pupils identifying the qualities they like in themselves being able to talk through relationship problems and support others doing the same.

Life changes

This theme deals with the concept of change including the complex feelings associated with it. For Years 6 and 11 the transition from primary to secondary school, and beyond, are covered. Key skills developed in this theme are acceptance of these feelings and coping well with change.

Strong emotions

This theme provides an opportunity to focus in on the emotions that are felt most strongly e.g. anger stress and sadness. For years 6 & 11 the strong emotion of happiness is included to support them in transition. Key skills here are recognising these emotions, how they feel in the body and strategies to manage uncomfortable feelings. Pupils will also learn how to support their friends with these emotions.

Being the same and being different

Beginning with a simple recognition that everyone is different this theme takes issues of stereotyping and discrimination and shows how they can negatively impact on mental health. This will include the stigma related to having a mental health condition or illness. Key skills in these lessons will be learning how to feel comfortable with difference and how to challenge disrespectful and discriminatory behaviour.

Solving problems (and making it better)

This theme builds on those that have gone before; pulling together learning to develop ways of managing life when it is difficult. These include perseverance and talking things through in KS1 & KS2 and coping with exam stress and knowing about some key talking therapies in KS2. Key skills here are seeing the positive/reframing, supporting others to cope and Motivational Interviewing techniques.

We believe that PSHE plays a vital part of primary education and as well as discrete focused lessons, it is also embedded throughout the curriculum and in our day to day life.

PSHE is an important part of school collective worship and celebration assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Impact

- Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty
- Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be outstanding
- Children will achieve age related expectations across the wider curriculum
- Children will become healthy and responsible members of society
- Children will be on their journey preparing them for life and work in modern Britain

At St Mary's we deliver the PSHE curriculum by utilising first-hand experience and sharing good practice.

We assess the impact of PSHE at the end of each topic by highlighting the achieved knowledge on the knowledge organisers. These are stuck into the personal development books at the beginning of each half term. However, we are aware that the delivered curriculum must reflect the needs of our pupils. Where children have not achieved the identified knowledge – What will I know at the end of the unit? - the children will be supported through SEMH support, drawing and talking therapy, sand therapy, friendship

groups, nurture groups, Lego Therapy, reasonable adjustments, support from Horsforth Children Services, IEPs if necessary.

We expect teachers to use the PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Our PSHE curriculum works hand in hand with our RSE curriculum, MindMate, and Character Education.