**Intent**

**Rationale**

At Caedmon Primary, PSHE education is of the utmost importance in developing our pupils’ knowledge and skills to keep themselves healthy and safe, and prepare for life and work in modern Britain. Our PSHE education helps pupils to develop the skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our children can tackle barriers to learning, raise their aspirations, and improve their life chances. The teaching of Fundamental British values is weaved into the full curriculum and lived in Caedmon ’s ethos and values system.

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’

**DfE**

Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (February 2019)

**Aims**

Through our teaching of PSHE, we aim for children to:

Understand how to be a successful member of society, understanding laws, appreciating commitment of others, respect for different cultures and gaining an awareness of the importance of equality in a society.

To recognise and promote the core British values throughout their school life.

Understand their own and others’ emotions, recognise right and wrong and the consequences that can follow the action, to develop positivity and resilience and use this to face new challenges and to develop the skills to deal with conflicts, recognising diversity as a strength throughout.

Access high-quality financial education so they have the skills and knowledge to make informed choices and take responsibility for their actions. This is increasingly important as the financial choices faced by young people are likely to be more challenging than for past generations due to a decrease in welfare benefits, increased life expectancy and uncertain economic and job prospects.

Know how to keep themselves safe in the wider world, recognise how to be safe in their local area, explore peer pressure and how it can impact on their judgements, understand the difference between legal and illegal drugs and become aware of basic first aid techniques.

Be confident individuals who understand, respect and appreciate diversity in society.

Understand how to take care of their own hygiene needs, manage their feelings, develop knowledge of the emotional and physical changes that happen during puberty and the effects that these can have on our relationships with others.

**Key Concepts**

We have a robust PSHE curriculum with progression and continuity throughout.

We have implemented an assembly programme which uses relevant issues to support children in their development to become model citizens in the future. Research suggests that many children start to formulate stereotyped opinions in primary school and at Caedmon, we feel it’s important to challenge this – we use assemblies and our careers programme to do this. We aim to encourage and support children in reaching their potential, and recognise that prejudice and inequality can sometimes limit their opportunities, whilst teaching the impact of discrimination as well as acceptance of all, we hope to produce prejudice-free individuals.

The use of the emotion monster characters and emotion flowers in EYFS and KS1 and peg dolls from Y2 to Y6 help the children to be aware and nurture their own wellbeing. This is covered daily and allows children the time to take care of themselves and recognise the differences in their emotions.

**Skills Progression**

Our curriculum takes children on their journey from Nursery right through to Year 6.

In Nursery and Reception:

Our Early Years curriculum for Nursery and Reception pupils follows the ‘Early Years Framework’ which then links into Years 1-6 where we follow the National Curriculum for PSHE. We have designed a sequenced and progressive long-term planning format to ensure that lessons build on prior knowledge and enable our pupils to know more and remember more. Please visit our Early Years page within this section of the website to find out more.

**In Key Stage One children will:**

Have opportunities to negotiate to solve problems

Discuss and describe ideas and feelings

Engage with others through talking and listening

Be encouraged to never give up – show determination to succeed

Take on roles and responsibility

Work with others

Speak clearly and confidently in front of people in my class

Keep to the main topic when we are talking in a group

Ask questions to get more information

Start a conversation with an adult I know well or with my friends

Listen to the things other people say in a group

Join in with role play and conversations in a group

Take turns in conversations.

**In Key Stage Two children will**

Have opportunities to negotiate to solve problems

Discuss and describe ideas and feelings

Engage with others through talking and listening

Be encouraged to never give up – show determination to succeed

Take on roles and responsibility

Work with others

Show I have listened carefully because I make relevant comments

Present ideas and information to an audience

Adapt what I say to the needs of the audience

Justify an answer by giving evidence

Develop my ideas and opinions providing detail

Express my point of view

Listen to, and consider the opinions of, others

Use hypothetical language to consider more than one outcome

Sustain and argue a point of view in a debate, using formal persuasion

**Core Skills**

Develop the ability to take part in a discussion.

Work cooperatively with others.

Speak confidently in a small group and whole class.

**Literacy Skills**

Speak clearly and confidently in front of people in my class

Keep to the main topic when we are talking in a group

Ask questions to get more information

Start a conversation with an adult I know well or with my friends

Listen to the things other people say in a group

Join in with role play and conversations in a group

Take turns in conversations.

**Mathematical / Numeracy Skills**

Understanding of money (using addition to find totals, using subtraction to find deductions, percentages to understand interest rates and best savings options).

Statistics - reading graphs and charts to find out key information

**Implementation**

Strategies and Teaching Resources

PSHE curriculum – EYFS to Y6

SRE programme – school nurse for UKS2

Emotion Monsters, emotion flowers and peg dolls - Wellbeing

An assembly programme to incorporate Fundamental British Values

Thrive

Mindfulness Monday

Vision – nurture of children and families

**Impact**

Our learners will ...

Understand how to be part of a community, work with others, appreciate diversity and recognise and be proud of their own strengths.

Know how to keep themselves safe in school, at home and in the wider community

Be able to make informed choices about finances and begin to think about how to be financially literate in adulthood.

Be given opportunities to work with others and engage in discussions acknowledging they each have a right to be listened to.

Be confident individuals who contribute to the wider society through their ability to recognise right from wrong. Show respect and tolerance for all faiths and backgrounds and know how to keep themselves safe in an ever changing environment.