

PSHE at George Street Primary School

Intent

At George Street, Personal, Social, Health and Economic (PSHE) education is an embedded part of our broad and balanced curriculum.

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that which will maximise the outcomes for every child so that they know more, remember more and understand more.

We aim for children at George Street Primary School to become healthy, independent and responsible members of a society who understand how they are developing personally and socially. Therefore enabling children to have the 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 learn to appreciate what it means to be a member of a diverse society.

Children at George Street are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Implementation

The aims of PSHE are best achieved in an environment in which pupils feel safe and where their opinions are valued which is what we hope to engender through our PSHE curriculum. In this subject, above all, the child must be central to the process. They must be allowed to be honest, to make mistakes without being reprimanded and to learn from their mistakes.

We foster a culture in which positive mental health awareness is promoted and children feel confident, are resilient, able to identify and manage risks and can make informed choices with an understanding of what influences their decisions. Through opportunities to enhance their moral, social and cultural development, the children will learn to co-operate, communicate, evaluate, reflect, decide and manage their emotions. We also consider it important to be able to respond quickly when areas of PSHE arise in the classroom or playground and there is an immediate need to tackle an issue.

During key stages 1 and 2, our PSHE curriculum offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. Our curriculum helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

At George Street, we follow a clear and comprehensive Programme of Study (PSHE Association's Programme of Study for PSHE Education) in line with the National Curriculum and embed all of the statutory requirements from the Department for Education's statutory guidance on Relationships Education, RSE and Health education.

Learning opportunities are set out based on three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world.

We make sure to identify a broad range of important issues and ensure that our PSHE curriculum reflects the universal needs of all the children in our school community. When planning and ordering topic areas for our pupils, we start by identifying the needs of the children.

Learning opportunities within each core theme are used flexibly to plan according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding. Learning from one area may be related and relevant to others and addresses both pupils' current experiences and preparation for their future. We therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Our curriculum is structured around overarching questions each term or half term. These begin in key stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. Teaching builds according to the age and needs of the pupils throughout the primary phase with developmentally appropriate learning objectives covered to respond to each key question.

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. PSHE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. Visitors such as emergency services and the school nurse complement our PSHE curriculum as well as school enrichment outings such as Crucial Crew which is visited by Year 6 to support and offer additional learning. We offer children opportunities to be school council representatives, house captains and lead pupil voice across the school. This enables them to build confidence and leadership skills as well as being a vital part of their school community.

Unlike many other subjects, much of the specific knowledge taught in PSHE education changes regularly, for example as a result of legal changes, medical or technological advances. It is therefore of importance to our school to ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate, unbiased and balanced.

Impact

At George Street Primary School we firmly believe that a meaningful PSHE curriculum is the key to children becoming confident and well-rounded adults. It is important that pupils recognise their PSHE education as relevant and applicable across many important areas of their lives. We want our children to feel that they can approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.

Our aim is that children leave George Street being able to:

- Demonstrate their understanding of healthy lifestyles (both physical, mental and emotional health)
- Manage risks and make informed choices to keep themselves safe
- Manage change, including puberty, transition and loss
- Develop and maintain a variety of healthy relationships by managing emotions and respecting equality and diversity
- Recognise and respond to risky or negative relationships and ask for help
- Demonstrate respect for self and others and understand the importance of responsible behaviours and actions
- Recognise their rights and responsibilities as members of families, others groups and as global citizens
- Respect diversity, equality and the environment and how to be a productive member of a diverse community
- Demonstrate an understanding about where money comes from, how to manage it effectively and the part it plays in people's lives.