



Caversham Park Primary School

Together we enjoy, create and achieve

PSHCE Rationale

At Caversham Park Primary School, we value PSHCE. We are responsible citizens! We believe Personal, Social, Health, Citizenship and Economic (PSHCE) education is fundamental to the ways in which children grow as individuals. We want our children to love and value PSHCE and be able to lay the foundations that will help prepare them for adult life. To achieve this, we deliver a knowledge rich curriculum using a whole school spiral approach with clear skills progression. It has been carefully crafted so that our children develop a deep understanding of their SMSC capital and British Values. We encourage our children to play a positive role in contributing to the life of our school and our wider community whilst developing their sense of self-worth. We aim for all our children to become healthy, independent, well-informed and responsible members of society. We want our children to have no limits as to what their ambitions are and become future leaders.

Curriculum Intent:

At Caversham Park Primary School our curriculum is designed to reinforce learning, build upon knowledge and skills, and reflect pupils' increasing independence, physical and social awareness and experiences of the world.

We intend to work as facilitators as children's understanding increases in complexity and as their behaviours and choices become more sophisticated. Core themes are revisited using our well-structured 'spiral curriculum' that reflects the children's age and stage. For example, children will learn about people who are special to them in Reception, what makes a good friend in Year 2, close and distant friendships in Year 4 and physical attraction in Year 6. The principles of healthy relationships (off and online) remain the same. These principles are threaded throughout each year group at different points of the year, differing in content and growing in complexity.

We intend for children to be happy, confident and successful learners now and in the future. Mental Health and Wellbeing learning intentions are embedded as an overarching umbrella across our PSHCE curriculum. Children will learn about the importance of mental health, how to talk about their feelings and where to seek help in every PSHCE lesson and beyond within relevant and complimentary contexts. 'Mind Marvels' takes place at the beginning of PSHCE lessons whereby children are encouraged and supported to learn how they can maintain good mental health. We intend for children to consider mental health in relation to their PSHCE lesson and other areas of learning to highlight how it can impact on their education and everyday life. Children develop their knowledge of health by learning about what keeping healthy means and different ways to keep healthy by the end of KS1, to how to make informed decisions about health by the end of KS2.

We intend to equip our children with the statutory requirements for relationships and health education as well as prepare them for the opportunities, responsibilities and experiences of later life. Therefore, we opt to deliver non-mandatory health and sex education in every year group. We offer RSHE to all children because we want them to have accurate knowledge and information to enable them to become well-adjusted adults. We intend our children to build healthy attitudes towards relationships, sex and health, be aware of the dangers and be able to make informed and healthy choices in the future. We intend for children to understand from an early age how their bodies will change during puberty and to accept healthy messages without embarrassment. So, children progress from learning about main body parts in Year 1 to how babies are made by the end of Year 6. The principles of consent are taught in all year groups in an age and stage appropriate manner to reinforce

that their body belongs to them.

Curriculum Implementation:

Children engage in weekly PSHCE lessons based on termly topics which are made relevant to the school year and other subjects where possible. These topics include 'Family, friends and people who are special to us,' 'Respectful Relationships on and offline,' 'Keeping Safe,' 'People in the local Community,' 'Physical Health and Wellbeing' and 'Growing and Changing.' Learning is made transferrable so that, for example, maintaining good physical health compliments learning about the human heart and teeth in science. Thus, enabling children to make connections and deepen their knowledge, understanding and skills about their body.

PSHCE starts in EYFS where children begin to learn about relationships, living in the wider world and health and wellbeing. Children will talk about these within the context of themselves, special people and their immediate and surrounding environments. The skills and knowledge gained are constantly revisited and built upon to ensure progression throughout their school journey. Quizzes are used at the start of most lessons to recap on key knowledge, skills and vocabulary and 'reflection time' takes place at the end of each lesson to avoid any misconceptions and consolidate learning.

Opportunities for children to engage with the school and local community are fully utilised to enrich our PSHCE curriculum. This allows children to gain a sense of belonging in their own locality in KS1, which then develops into becoming a responsible citizen throughout KS2, all in the context of modern society. Our assemblies are carefully planned to tie in with our termly PSHCE topics and linked to the British Values to help enhance a strong sense of school community. Our assemblies help to reinforce our ethos, values and the school's learning behaviours. Collectively taking part in national initiatives including Mental Health Week, Antibullying week and Children in Need bring the children closer together while enabling them to be aware of their rights as children regardless of their differences. Children in Reception celebrate world kindness day whilst children in KS2 will learn about the impact of and how to tackle cyberbullying and discriminatory behaviour.

Curriculum Impact:

Assessment opportunities are carefully planned into PSHCE lessons so that all children show the knowledge and skills that they have gained throughout the unit. These might include oracy discussions, role play, continuum lines and recorded activities in SMSC books. This enables teachers to measure the impact of their teaching and ensure that provision and strategies are planned in for future learning so that all children are suitably challenged and supported to be successful.

We believe that with this approach, children leave Caversham Park Primary with firm foundations that will leave them prepared for secondary school and PSCE education at KS3 level.

By the end of KS1 children will be able to:

- identify and name some feelings and express some of their positive qualities
- demonstrate that they can manage some feelings in a positive and effective way
- begin to share their views and opinions
- set themselves simple goals
- make simple choices about some aspects of their physical and mental health and wellbeing and know what keeps them healthy
- name the main parts of the body
- talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations
- explain that people grow from young to old
- recognise that bullying is wrong and can list some ways to get help in dealing with it
- recognise the effect of their behaviour on other people, and can cooperate with others

- identify and respect differences and similarities between people and can explain different ways that family and friends should care for one another
- know who to go to if they are worried or need help

By the end of KS2 children will be able to:

- demonstrate that they recognise their own worth and that of others
- express their views confidently and listen to and show respect for the views of others
- identify positive ways to face new challenges (for example the transition to secondary school)
- discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way
- talk about a range of jobs, and explain how they will develop skills to work in the future
- demonstrate how to look after and save money
- make choices about how to develop healthy lifestyles
- identify some factors that affect emotional health and wellbeing (on and offline)
- make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their physical and mental health and wellbeing (on and offline)
- list the commonly available substances and drugs that are legal and illegal, and describe some of the effects and risks of these
- identify and explain how to manage the risks in different familiar situations including online
- explain how their actions have consequences for themselves and others
- describe the nature and consequences of bullying, and can express ways of responding to it
- identify different types of relationship and show ways to maintain positive, healthy relationships (on and offline)
- respond to, or challenge, negative behaviours such as stereotyping and aggression (on and offline)
- describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves
- know who to go to if they are worried or need help