

PSHE Curriculum Statement

Knowing yourself is the beginning of all wisdom - Aristotle.
It is our choices that show what we truly are, far more than
our abilities. - Albus Dumbledore

Intent

The National Curriculum for PSHE notes that:

We want teachers to be free to address the topics most relevant for their pupils, drawing on good practice and advice from professional organisations. Schools are free to use the organisations and resources they choose and we encourage organisations to develop guidance for schools in the areas of their expertise.

At Archbishop Wake, we believe PSHE is a crucial and **inclusive** subject that equips our children with the knowledge and skills to make safe and informed decisions about relationships as well as providing important life skills as they grow up.

At Archbishop Wake our intention is to prepare the children to be **happy, resilient, co-operative, kind, courageous, honest** and **respectful** citizens. We want our children to leave Archbishop Wake with the emotional understanding, language and knowledge to allow them to be able to play an active and inclusive role in any community; intellectually, socially, morally, emotionally and culturally.

What do we want for our children?

- To have aspirations, believe in themselves and realise anything is a possibility
- To be supported to develop a healthy growth mind-set and understanding of positive mental wellbeing
- To develop a confidence in sharing their own thoughts and opinions with others
- To know their thoughts and opinions are valid and respected
- To develop skills and attributes to keep themselves healthy and safe
- To develop an attitude of care for the global community
- To show tolerance and respect for diversity and an understanding of the importance of equity and justice.
- To build positive, respectful relationships with other people
- To develop a knowledge of mindfulness techniques to use both in school and at .

Implementation

At Archbishop Wake we follow the CORAM education SCARF programme (Safety, Caring, Achievement, Resilience, Friendship) This is a spiral curriculum comprising of six units of lessons and ensures children develop the relevant skills and knowledge by building on prior learning and experience.

Me and my relationships, Valuing difference, Keeping myself safe, Rights and responsibilities, Being my best, Growing and changing

The SCARF curriculum will also teach compulsory age-appropriate Relationship and Sex Education - an integral part of growing up with a healthy view of relationships and respect for oneself. During these lessons, EYFS and KS1 will focus on learning about the characteristics of healthy relationships. They will also use the correct anatomical language for their bodies and understand that all bodies grow differently. They will also be taught how to recognise and understand their feelings and emotions and be equipped with tools to help them build healthy, happy relationships based on mutual-respect. Year 3 will introduce the subject of Menstruation. In Year 6, the children are taught about the importance of consent and contraception before they make the move to Secondary education. In addition to their PSHE lessons, the children in Years 4, 5 and 6 will also benefit from workshops delivered by Scarf educators to supplement the teaching of RSE. See RSE policy

Impact

We use a variety of strategies to evaluate the children's Personal, Social, Health and Economic understanding, including:

- Following the CORAM education SCARF suggested half termly-units which include a pre and post assessment task. This clearly details the difference in the children's understanding of a topic from the start to the end of their journey.
- Subject leaders are committed to monitoring throughout the year, to enable us to gauge the impact of our PSHE curriculum. Book looks, lesson observations and discussions with teachers help us to effectively review the children's learning (what they know and understand) and pupil conferencing allows us to reflect on what the children remember and therefore how to move the learning forward.
- We create a nurturing, caring and open ethos in our classrooms and through the wider school environment in which all children feel safe and encouraged to participate in discussions and have their own pupil-voice respected.
- We ensure the learning is led by the children's needs. All teachers and TAs pride themselves on knowing our children well and work in partnership with a strong SEND and Pastoral support team.

