



# CALVERLEY PARKSIDE

*Ready Respectful Responsible*

## Subject Rational: PSHE

### Curriculum Intent

At Calverley Parkside, our well planned PSHE curriculum helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents, carers, workers and members of society. It is also embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued. We promote respect and tolerance for everyone in our local community and in the wider world. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

In addition to the National Curriculum aims and objectives, our school vision sets out the following aims which our PSHE curriculum supports:

- Our pupils are confident and caring individuals who are proud of their own uniqueness and successes.
- Children being prepared for modern-day life
- Children developing and displaying a positive mindset
- Creating a welcoming, inspiring and safe environment
- Children understanding how they can positively contribute to where they live and those who live there

The PSHE curriculum reflects and supports our school values in the following ways:

### **Ready:**

*We keep going when things get difficult-* Our curriculum encourages and supports children to approach challenges with a positive mindset and builds resilience.

*We prepare for the future by setting high expectations of ourselves-* A key focus of our PSHE curriculum is preparing for the future. Children learn about how to keep themselves safe and healthy and how to make sensible choices.

### **Respectful:**

*We use kind words and actions-* Our curriculum teaches children about making and maintaining friendships, including what to do when things don't go according to plan! Children have regular opportunities to discuss their feelings.

*We respect difference and know we are all equal-* Children are encouraged to celebrate their own individuality.

*We always listen when others are talking-* This is one of the key PSHE ground rules which children observe in every PSHE lesson.

### **Responsible:**

*We look after ourselves and each other-* Throughout the PSHE curriculum, children learn about how to look after themselves both physically and mentally.

*We stay safe online and outside of school-* Teaching children about how to keep themselves safe is an integral part of our curriculum. This includes different aspects of e-safety, recognising harmful substances, road safety and basic first aid procedures.

### **How is our PSHE curriculum implemented?**

Children in years 1 to 6 have a different PSHE focus each half term across a range of different areas (keeping safe and managing risk; identity, society and equality; physical health and wellbeing; drug, alcohol and tobacco education; mental health and emotional wellbeing; careers, financial capability and economic well being). The objectives in each area are progressive through school, introducing additional content each year. Our teachers have a range of resources to select from when considering the most effective way of teaching a particular concept. They also select from a variety of different teaching styles and activities, such as circle time, matching and organising tasks, ranking activities, class and group discussions and role play. In addition, we incorporate Mindmate resources into our curriculum to ensure that we are having a suitable focus on developing a positive mental mindset.

### **What is the intended impact of PSHE?**

Our PSHE curriculum will help our children to keep themselves safe, make reasoned choices and become positive members of society.

Each PSHE unit of work begins with a pre-assessment activity. The purpose of these is to ascertain what the children already know before the unit of work is taught. These are useful to come back to at the end of the unit as when the post-unit assessment has been completed, it allows teachers to gather important information about the progress children have made.

### **Special Educational Needs and Disability**

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Teachers are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life.

### **How is PSHE enabled in the Early Years?**

In Early Years, PSHE is taught through the **Prime** area of **Personal, Social and Emotional Development (Self regulation / Managing self / Building relationships)** and is enabled through, for example: planning activities that require collaboration, such as parachute activities and ring games; providing time, space and materials for children to collaborate with one another in different ways, for example, building constructions; providing a role-play area resourced with materials reflecting children's family lives and communities; ensuring that children have opportunities over time to get to know everyone in the group, not just their special friends; providing activities that involve turn-taking and sharing in small groups; providing experiences and activities that are challenging but achievable; providing regular opportunities for children to talk about something they are interested in or have done; involving children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions; providing photographs and pictures of emotions for children to look at and talk about; providing activities that help children to develop safe ways of dealing with anger and other strong feelings; planning small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely; providing activities that require give and take or sharing for things to be fair; involving children in agreeing codes of behaviour and taking responsibility for implementing them.