



MILLDENE PRIMARY SCHOOL
PSHE CURRICULUM



Intent

Through PSHE, our pupils will develop the tools to tackle many moral, social and cultural issues as they develop in to healthy, independent, aware, tolerant and responsible members of society.

The aim is for all pupils to develop an understanding of the following areas, as well as an ability to apply this to their lives:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)
- Career (including enterprise, employability and economic understanding)

Implementation

At Milldene Primary School, PSHE is taught using the PSHE Association’s Planning toolkit. The curriculum focuses on reflecting and evaluating existing experiences and broadening their understanding of the world beyond their immediate surroundings and experiences. The curriculum directly links with the school’s progression of PSHE skills, which focus on three key areas:

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
Suggested topic areas: Healthy Lifestyles Keeping Safe Growing and Changing	Suggested topic areas: Healthy Relationships Feelings and Emotions Valuing Difference	Suggested topic areas: Rights and Responsibilities Taking Care of the Environment Money

Many PSHE skills can be taught within a cross curricula approach and so evidence may well be held in several areas. For example, during English lessons, children may discuss positive and negative emotions a character is experiencing. In science, children may learn about healthy life-styles. Classes will therefore hold evidence in different books, however a whole class PSHE book is created each

year. The whole class book allows for flexibility for range of lesson/teaching methods to be recorded, as some concepts are often taught through class discussion or role play, for example.

Impact

In KS1 and KS2, the PSHE skills progression statements are used for periodic assessment. These are aligned to the school curriculum. Teachers update assessments at least bi-annually and record these on Target Tracker.

In EYFS, the Development Matters statements are used to assess progress and attainment.

Assessments are made through a combination of observation, discussion, written work, presentations and projects.

Monitoring

A monitoring action plan is created each year to ensure this policy and the curriculum are followed and taught. A range of monitoring strategies are used to ensure there is triangulation. Support will be offered to teachers where 'areas for development' are identified.

Renewal

This policy is revisited on a yearly basis and amendments are made where appropriate.