

PHSE Curriculum at Canterbury Cross Primary School

Aim of the PHSE Curriculum:

The PSHE curriculum is a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE is providing opportunities for children and young people to reflect on and clarify their own values and attitudes. PSHE contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils.

The aim for PSHE education is to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

How is the PHSE programme of study implemented?

The PHSE Curriculum is broken down into specific areas-SMSC, RRSA and PHSE as well as specified focus sessions.

SMSC is taught at the beginning of each half term with the following themes:

Autumn 1 - Democracy and the rule of law

Autumn 2 - British Values

Spring 1 - Diversity and Equality

Spring 2 - Resilience

Summer 1 - Rights and responsibilities

Summer 2 - Risk and safety

PHSE is taught every week for 15 minutes however there are also other sessions that will be taught for a longer time. The areas taught in the PHSE curriculum are living in the wider world, relationships and health and wellbeing.

Throughout the year, we teach specific additional sessions: Anti-bullying afternoons, Water Safety afternoon, RRSAs-rights of the child sessions, E-safety-half termly plus ongoing links have been identified for each unit.

These are the links with the SMSC themes, PHSE areas and the rights of the child articles:

Democracy and the rule of law/Living in the wider world/Articles 1, 2, 3, 7, 8, 13, 14, 17, 23, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 42

British values/Living in the wider world/Articles 1, 2, 3, 7, 8, 13, 14, 17, 23, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 42

Diversity and equality/Relationships/ Articles 9, 10, 11, 15, 16, 20, 21, 22, 29

Resilience/Health and wellbeing/Articles 6, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41

Rights and responsibilities/Relationships/Articles 9, 10, 11, 15, 16, 20, 21, 22, 29

Risk and safety/Health and wellbeing/Articles 6, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41

Children are chosen to support the PHSE curriculum through their involvement with the School Council, Wellbeing Warriors, the Steering Group for the Rights for the Child, Playground Friends and the Green Influencers.

At Canterbury Cross, we facilitate pupil voice. If children wish to express thoughts, feelings and opinions, they are able to do this through the feelings boxes, taking part in discussions, PHSE, art, music, writing, SMSC days, Steering Group, School Council, Wellbeing Warriors, Friends and pupil voice interviews.

How is PHSE assessed focusing on prior knowledge and progression?

Identifying children's prior knowledge is pivotal in all lessons to ensure children build upon previous knowledge at an age appropriate and maturity level. Children's knowledge and coverage of the curriculum is tracked throughout the school using the schools' formative and summative assessment systems.

How do we ensure the PHSE curriculum is for everyone?

Inclusion is core in all subjects delivered within the PHSE curriculum with resources, activities and targeted teaching and resources being used to ensure all children have their needs met, and they can build upon prior knowledge.

How do we ensure key content is remembered as pupils move through school?

The SMSC themes and the general areas of learning in PHSE are repeated annually for every year group from Nursery to year 6, and this means that the children are building on previous knowledge, and therefore key content is remembered. Previous knowledge is reviewed, and for some areas it has to be repeated or reiterated, particularly if it involves safety (water safety, sun safety).

How will the PHSE curriculum prepare children for the future and allow children to apply the key skills learnt?

Upon leaving Canterbury Cross Primary School, we hope all children will have the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives, as well as opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.