Nuture

Create

Inspire

Discover

Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

Stathern Primary School
'Nurture, Inspire, Discover, Create'

PSHCE Curriculum Vision, knowledge and skills

Intent and Design – What are we trying to achieve?

Vision

- **As a school we aim to:**
- Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

- **In PSHCE we aim to:**
- equip children with the necessary skills to flourish as individuals and be purposeful in their relationships and a positive member in modern British Society. These underpinning qualities and skills help us manage life and learning effectively.

Motto

- **Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.
- **Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.
- **Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.
- **Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

School Values

- We believe in…

- **Developing outstanding character** and attitudes to learning in preparation for future challenges in a changing world.
- **Promoting physical and mental health** in a happy caring environment that is supportive and encouraging.
- **Making a difference** to the world we live in through creating enterprising solutions to local and global issues.
- Developing social skills and an appreciation of **each person's unique strengths**, respecting and embracing different cultures, races and religions.
- Fostering a **deep sense of care and nurture** for the world we live in and the people around us.
- Creating a broad range of **inspiring experiences** that allows children to develop skills and find their place in the world.
- Working in **partnership with our school community and beyond to build brighter futures**.
- High expectations alongside a **culture of self-awareness, reflection and self-improvement**.

Aims of our PSHCE Curriculum

- **Our inspirational PSHCE curriculum will enable**
- Here at Stathern, we understand the vital role that we play in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. With a combination of a nurturing environment and an inspiring curriculum, we create multiple opportunities for pupils to set and achieve challenges, both personal and academic, that requires them to be ambitious and develop resilience and perseverance when faced with resistance or tasks that may not provide immediate gratification. Throughout our daily teaching, along with specific class assemblies and class activities, we develop personal attributes including kindness, integrity, generosity, and honesty. It is our ethos and belief that through the teaching of our selected character attributes, and with the guidance on applying this to in-class learning and daily life, we will equip our pupils with the fundamental skills needed to face an every changing future.

Learning Intentions

- Our PSHCE curriculum is designed to cover three core themes: Health and Wellbeing, Relationships and Living in the Wider World. These are broken into topics that are taught progressively across both key stages.
- We aim to:
  - Understand how to keep our minds happy, healthy and regulated. Broadening our thoughts and opinions through curious and respectful questioning in PSHCE
  - teach all children about personal challenges, social topics, healthy lives and citizenship, supported by Everyones Welcome.
  - teach a curriculum that links closely to school and British values
  - give children the vocabulary and words to use to express themselves socially, to deal with conflict, to discuss scenarios and challenge opinions
  - entrust in every child the knowledge of their personal, social, health and citizen duties and rights. Linked to, but not exclusively driven, by the UN Convention on the Rights' of the Child

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Implementation and Organisation – How will we arrange our learning?

School Focus						
	Reading	Challenge	Vocabulary and Communication	Progressive Skills	Transferable skills	Positive Mental Health and wellbeing

PSHCE Developmental Foci

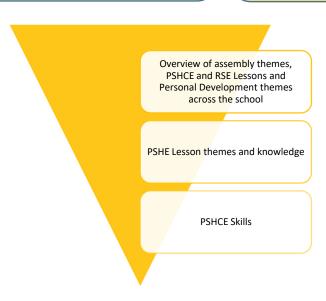|					
Texts in PSHCE are critically challenged, understood and discussed for meaning and moral messages	Lessons are planned to challenge pupils both academically and developmentally	Children are able to use the correct vocabulary to discuss emotions and themselves. They can discuss and reflect on their ideas with clarity.	A PSHCE specific, progressive and challenging skill set is explicitly taught and assessed	Work written and recorded in PSCHE must reflect and reinforce the key skills in Reading, Writing and Maths	Our PSHCE curriculum supports SEMH by explicitly teaching children about themselves, their relationships, their Health and their Wellbeing

Contexts

Exciting, topic-based learning supported by a rich and diverse array of texts and activities.

Big questions in topics and PSHCE specific areas - see Cambridgeshire PSHCE Framework Big Questions

Overview of assembly themes, PSHCE and RSE Lessons and Personal Development themes across the school

PSHE Lesson themes and knowledge

PSHCE Skills

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Overview of assembly themes, PSHCE and RSE Lessons and Personal Development themes across the school

	R	Y1/2	Y3/4	Y5/6	
Skills Progressions SEAL Cambridgeshire PSHCE		New Beginnings What is family? Who care for me?			No Outsiders Routes to resilience School Values
		Getting on and Falling out Citizenship Caring and respectful relationships			
		Going for goals How can I stay safe?			
		Good to be me Healthy and safer lifestyles What is mental wellbeing?			
		Myself and My relationships Relationships Internet safety and harms			
		Changes RSE How can I live a healthy lifestyle?			
		Economic wellbeing			

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PSHE Lesson themes and knowledge

2-year cycle A and B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Beginning and belonging	Identity and Diversity My emotions	Keeping Safe	Healthy Lifestyles	Me and My World Family and Friends	My body and growing up
Class 2 A	Beginning and belonging	Diversity and communities	Digital lifestyle and safety	Personal safety	Working together Family and Friends	RSE Managing change
Class 2 B	Rights Rules and responsibilities	My emotions	Managing safety and risk	Financial capability	Healthy lifestyle Drug education	RSE
Class 3 A	Beginning and belonging	Diversity and communities	Digital lifestyle and safety	Personal safety	Family and Friends Working together	RSE Managing change
Class 3 B	Rights Rules and responsibilities	My emotions	Managing safety and risk	Financial capability	Healthy lifestyle Drug education	RSE
Class 4 A	Beginning and belonging	Diversity and communities	Digital lifestyle and safety	Personal safety	Family and Friends Working together	RSE Managing change
Class 4 B	Rights Rules and responsibilities	My emotions	Managing safety and risk	Financial capability	Healthy lifestyle Drug education	RSE
Whole School	New beginnings	Getting on and Falling out Anti-bullying	Going for goals E-safety/online bullying	Good to be me	Relationships	Changes

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PSHCE Skills

Through the above knowledge, the children will develop skills in the following areas:

Good to be me! (Personal)			
YR	Y1/2	Y3/4	Y5/6
• Children can identify and name feelings • Children can interpret facial expressions • Children can express some of their positive qualities • Children are confident to try new activities • Children can say when they do or don't need help	• Children can demonstrate that they can manage some feelings in a positive and effective way • Children begin to share their views and opinions about social situations • Children can set themselves simple goals and understand why this is positive to do so • Children can recognise that they recognise their own worth • Children can recognise the worth of others	• Children can express their views confidently and listen to and show respect for the views of others • Children understand that they have responsibility and control for their emotions • Children can say what they are good at and what they want to improve on personally and in school. • Children demonstrate that they make informed decisions about their own health and elements of a balanced, healthy lifestyle • Children use the internet, with guidance, showing he benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	• Children can identify ways to face new challenges in personal scenarios • Children can discuss some of the bodily and emotional changes at puberty • Children will recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • Children identify the kind of job that they might like to do when they are older, and how they can achieve that job, and recognise a variety of routes into careers (e.g. college, apprenticeship, university) • Children list and demonstrate some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

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Relationships (Social)			
YR	**Y1/2**	**Y3/4**	**Y5/6**
• Children can work and play collaboratively • Children can wait their turn to do or say (in a game, on the carpet, in a queue) • Children can show sensitivity to others needs and feeling • Children can form positive relationships with adults and other children • Children can adjust their behaviour to different situations.	• Children can work well in a group • Children can decide with their new group about how well they have worked together • Children can use problem solving to sort out problems so both people feel OK • Children make friends demonstrating what makes a good friendship • Children recognise when they or someone else feels lonely and what to do • Children demonstrate simple strategies to resolve arguments between friends positively	• Children can use their empathy skills to see things from the other point of view to make conflict situations better • Children can take on a role in a group and contribute to the overall outcome • Children can explain that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • Children can discuss privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • Through their action's children can show that personal behaviour can affect other people; to recognise and model respectful behaviour online	• Children can discuss in a group how well they work together • Children can listen, when working in a group, to people they do not agree with and think about what they have said • Children recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability try to find one in a conflict situation • Children can explain and recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty • Children promote in other and building positive friendships; knowing how positive friendships support wellbeing • Children form healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

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Health and Wellbeing (Health)			
YR	**Y1/2**	**Y3/4**	**Y5/6**
• Children can demonstrate how to be physically active and healthy • Children can tell you what might be in a healthy diet • Children can recognise ways they can be healthy and safe	• Children can explain what keeping healthy means; different ways to keep healthy • Children can tell you foods that support good health and the risks of eating too much sugar • Children can tell you how physical activity helps us to stay healthy; and ways to be physically active everyday • Children choose how to keep safe in the sun and protect skin from sun damage • Children explain different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good • Children demonstrate through discussion how they recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	• Children can explain about the elements of a balanced, healthy lifestyle • Children make choices that support a healthy lifestyle, and recognise what might influence these • Children demonstrate that they know and follow good routines about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. • Children maintain good oral hygiene (including correct brushing and flossing); and can explain why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) • Children demonstrate through talk scenarios how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	• Children can explain that mental health, just like physical health, is part of daily life; the importance of taking care of mental health • Children discuss about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing • Children use varied vocabulary when talking about feelings; about how to express feelings in different ways • Children accept that for some people gender identity does not correspond with their biological sex and recognise individuality and personal qualities in all people • Children discuss and show how to predict, assess and manage risk in different situations • Children demonstrate the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact • Children can explain about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol

			and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break • Children know how to find organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Living in the wider community (Citizenship)			
YR	**Y1/2**	**Y3/4**	**Y5/6**
• Children can talk about past or present events in their own lives and in the lives of the wider community • Children can tell you that other people don't always enjoy the same things, and name things they don't like, but others do • Children can tell you similarities and differences between themselves and others in communities amongst families and others' traditions	• Children follow and demonstrate understanding about what rules are, why they are needed, and why different rules are needed for different situations • Children can talk about the different groups they belong to • Children demonstrate knowledge of what money is; forms that money comes in; that money comes from different sources and can explain that jobs help people to earn money to pay for things • Children use the internet wisely, knowing about the role of the internet in everyday life • Children use democratic means to vote, eg student council member	• Children follow and understand and recognise reasons for rules and laws; consequences of not adhering to rules and laws • Children can name the relationship between rights and responsibilities • Children will explain diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • Children can tell you about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • Children can about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced • Children follow democratic decisions; knowing what democracy is, and about the basic institutions that support it locally and nationally;	• Children recognise there are human rights, that are there to protect everyone • Children can discuss the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • Children value the different contributions that people and groups make to the community • Children demonstrate in their lessons that they recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • Children work in democratic groups, adhering to democratic principles

Impact – How well are we achieving our aims?

Impact seen in:

Teacher Assessment	Pupil Voice	Moderation
Work scrutiny	Parental surveys and feedback	Observations and Blinks
Data analysis	Progress of pupils across the curriculum	Staff Questionnaires

Our children will:

Making great progress and have high standards of achievement and attainment	Have a lifelong love of reading and learning and be able to communicate clearly	Be respectful of themselves and demonstrate excellent behaviour
Be confident, positive and independent learners with high aspirations	Have mental wellbeing and make healthy lifestyle choices	Participate in the community and have excellent attendance

Work Sample Analysis:	What do our books show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How good is the questioning in the lesson?
Surveys:	What do parents and children say about this subject?
Interviews:	What do the children say about their learning in this subject? What do the staff say about their learning in this subject?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this subject? What support do colleagues need in this subject?
Training:	What training has taken place? What is the impact of any training given?
Leaning environment:	How does the learning environment support the learning in this subject area?