

Curriculum Statement for Personal, Social and Health Education
at Earley St Peter's CE Primary School



Intent

Personal, Social and Health Education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

At Earley St Peter's, we aim to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

The aim for PSHE at Earley St. Peter's is to provide pupils with:

- accurate, balanced and relevant knowledge that help to manage risk;
- opportunities to turn that knowledge into personal understanding to make informed choices;
- 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;

Implementation

A critical component of our PSHE curriculum is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future through two residential trips.

The programme of study includes three core themes:

- Health and Wellbeing
- Relationships

- Living in the Wider World

During Key Stages 1 and 2 learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence, and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important for our teachers to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. The curriculum scheme used is regularly updated online and will provide up-to-date lessons in response to any significant events that may impact the mental and physical well-being of the pupil. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education.

Impact

The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

By the time pupils leave ESP, they will have secure foundations which enable them to live healthy, safe, productive, capable, responsible and balanced lives.

Assessment

Assessments of the children's knowledge and understanding will be ongoing throughout the year. Assessment will include observations, discussions and written outcomes. A summative assessment of whether a child is working at age related expectations plus their attitude to learning within PSHE will be reported to parents/carers in a written annual report.

The model of assessment that is most meaningful in PSHE education is ipsative assessment. So the benchmark against which progress is measured is the pupil's own starting point.

Written by Miss Lowne

Subject Leader for PSHE

