

Curriculum Statement for Personal, Social and Health Education **(including Relationships and Health Education)**

“Effective PSHE should equip children ... with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives.” (Sir Alisdair MacDonald)

Aims and Objectives

At Cherry Tree, our PSHE curriculum underpins the wider curriculum and reflects our knowledge of the community which the school serves. We are aware that our children will be experiencing many positive role models, as well as perhaps those which are less so and which do not offer them good examples of how to make positive contributions. Our curriculum aims to ensure that all pupils, regardless of background, have access to a curriculum offer that allows them to engage in society, politically, economically and socially. Our PSHE curriculum is designed to offer our children experiences that allow them to understand what it is to be part of a group (society) and, also how to be an individual, whilst also covering all Statutory elements as set out in the National Curriculum.

Visions and Values

At Cherry Tree we believe that personal, social and health education (PSHE) enables our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up. We provide children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. We are dedicated to ensuring that it is a happy, stimulating and caring place. We encourage our children to develop their own sense of self-worth by playing a positive role and contributing to the school life and wider community.

Teaching and Learning

PSHE is delivered daily at CTPS, through collective worship, mindfulness, discrete lessons and PSHE lessons. The content of PSHE lessons is largely based around the spiral thematic model, recommended by the PSHE Association, in order to cover all statutory content. We also emphasize emotional literacy, as this is something our children struggle with; being able to recognise, articulate and address emotions is key to building resilience and coping strategies. In EYFS, these emotional literacy sessions are based on stories that the children then reflect on and relate to their own lives. Children in EYFS are given opportunities throughout their curriculum to develop and meet the ELGs related to Personal, Social and Emotional Development (Self-Regulation, Managing Self and Building Relationships). The emphasis that

Early Years staff and our Inclusion Leader place on language development also impacts on the children's progress in PSHE as they work to be more able to identify their own feelings and give reasons for things (e.g. rules).

With regard to Relationships and Health Education, we begin teaching about the importance of understanding boundaries and gaining consent from Y1, puberty from Y4 and continue to deliver lessons about human reproduction in Y6, as we have always felt this an important theme for our children as they advance to secondary school and experience an increased level of independence.

Collective worship and weekly key stage assemblies reinforce elements of emotional literacy and link to aspects of our mission statement in order to develop the children's understanding of this: Caring, Thriving, Preparing, Succeeding. Themed days and monthly charity contributions¹ that the children are encouraged to make also reinforce the need for looking after our wider world.

We invite guests to deliver key teaching points such as cyber safety (KS2), Healthy Relationships (Y1-6), fire safety in Y3, Halloween/firework safety (KS1&2), road safety (Y5), etc. but we also seek out opportunities to support pupils when issues arise such as friendship disputes, sleep deprivation and bereavement. We utilise online training for road safety in other year groups and topics such as First Aid (Y5 & 6) and Gang Violence ('Crucial Crew' for Y6) when visitors do not offer "in-person" sessions.

Our extra-curricular clubs offer always includes elements of health and fitness through gymnastics, netball, football, etc. but also clubs such as Yoga and Mindfulness.

Assessment and Recording

To ensure that series of lessons build on the children's existing knowledge, teachers assess children at the beginning of each unit using simple activities/methods that give an overview of their starting points. Throughout a unit teachers assess children in lessons using our 3-tick 'steps to success', which are linked to age-related expectations. This is then used to plan ahead for the next lesson, supporting and extending children as necessary. Prior learning is recapped/revisited at the beginning of lessons and then, at the end of each unit, a short assessment activity is carried out to summarise children's overall progress.

Teachers (Y1-6) evidence lessons in a whole-class PSHE Journal. In EYFS (and for some children in KS1, where appropriate), learning is evidenced online, using 'Tapestry', giving parents the opportunity to view and contribute to the learning process.

¹ We paused our monthly charity donations for the academic years 2021/22 and 2022/23, due to the effect of Covid on our families and, for some of them, their financial situation. We now collect at the end of concerts and events.