

PSHE

Curriculum Intent

'Good PSHE education 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 Programme of Study, 2017)

PSHE is a subject that underpins the core foundations for learning and leads to well-rounded individuals who are prepared for an ever-changing world. Personal identity, wellbeing and respect for others are issues that are frequently arising within media and through society and we want to ensure that our children's education reflects these subjects. At Green Ridge, we want to all our children are prepared for the world in which they will be growing in. We want them to have the confidence to thrive, to see value in themselves and to respect others.

We believe that pupils should leave primary school having a deep understanding of these underlying concepts within PSHE:

- **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)

Our curriculum ensures that children can develop these concepts through a spiral curriculum. This means that children will have opportunities to revisit different learning within other year groups, allowing them to develop their understanding in some of these key areas.

PSHE offers pupils a range of other learning skills, far beyond the PSHE curriculum, which are broad and support many other areas of learning, such as:

PSHE is a **science**

Our PSHE curriculum includes developing the value of responsibility. This also links to how we can be responsible in the way we look after the planet. Being conscious of the choices we make and the consequences our actions have on the natural world.

PSHE is a **foreign language**

Developing respect for others and exploring what life is like for other people is a core element within the PSHE curriculum. This could include looking at the different types of families we have, including ones that include a range of different languages spoken within them

PSHE is **history**

Knowing our history and the positive role models within history will further support the children in developing their own personal identity. This could include significant female role models within history that can help children understand the role of equality within our world today.

RE is a **physical education**

Healthy eating, physical wellbeing and mental health all link to the children positive physical education. We want to use our curriculum to help support the children in making the right choices within their life. Be it attitudes to exercise, choices within food or understanding how physical activity can improve mental wellbeing.

PSHE is **art**

We know that the children can represent their feeling and opinions within a range of different ways and we want to ensure that the children have access to doing this through the use of their Art skills.

In summary...

PSHE is a **multi-disciplinary subject**, which not only provides skills for PSHE, but also supports many other learning and wider life skills which other subjects cannot do in the same way. To prepare children for the next stage of their religious education in Key Stage 3, at Green Ridge, we want the children to leave us with the following skills:

Personal Effectiveness

- Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
- Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- Resilience (including self-motivation, perseverance and adaptability)
- Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation (including time management)
- Strategies for identifying and accessing appropriate help and support
- Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social effectiveness

- Empathy and compassion (including impact on decision-making and behaviour)

- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- Skills for employability, including
- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills

Managing risk and decision making

- Identification, assessment (including prediction) and management of positive and negative risk to self and others
- Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
- Assessing the validity and reliability of information
- Identify links between values and beliefs, decisions and actions
- Making decisions