



## PSHE Curriculum Rationale

### PSHE Intent

At Glusburn CP School, we want PSHE education to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives. We also want to support the personal development of pupils by building their confidence, resilience and self-esteem, and enable them to identify and manage risk, make informed choices and understand what influences their decisions. In addition, we want pupils to develop an understanding of themselves, manage their emotions, develop empathy and deal with change. (Articles 12- Right to be heard, 13 and 17 – Rights to information and 24 – Right to good mental and physical health care.)

### How is the PSHE curriculum implemented?

Children experience weekly PSHE lessons, this allows them sufficient time to become fluent in their knowledge and skills, and recalls will ensure this is embedded in their long term memory.

We follow themes that develop sequentially through the year groups; aligned to the NYCC PSHE and Citizenship Guidance for schools (updated December 2020). These themes are taught across each year group.

1. Me and My Relationships
2. Keeping myself safe
3. My healthy lifestyle
4. Becoming an active citizen
5. Me and my future

### How is PSHE enabled in the Early Years?

In Early Years PSHE is taught through the **Prime** area of **Personal, Social and Emotional Development (Self regulation / Managing self / Building relationships)** and is enabled through, for example: planning activities that require collaboration, such as parachute activities and ring games; providing time, space and materials for children to collaborate with one another in different ways, for example, building constructions; providing a role- play area resourced with materials reflecting children's family lives and communities; ensuring that children have opportunities over time to get to know everyone in the group, not just their special friends; providing activities that involve turn-taking and sharing in small groups; providing experiences and activities that are challenging but achievable; providing regular opportunities for children to talk about something they are interested in or have done; involving children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions; providing photographs and pictures of emotions for children to look at and talk about; providing activities that help children to develop safe ways of dealing with anger and other strong feelings; planning small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely; providing activities that require give and take or sharing for things to be fair; involving children in agreeing codes of behaviour and taking responsibility for implementing them.



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### Spiritual, moral, social and cultural (SMSC)

**Spiritual** in PSHE will support the children to become reflective of their experiences, what they know and believe. It will support them to show an enjoyment of learning about themselves and others.

**Moral** in PSHE will support the children to recognise the difference between right and wrong and use this within their day to day lives and they will understand that actions have consequences.

**Social** in PSHE will support the children's social skills in different environments and will develop their confidence and willingness to participate in a range of things.

**Cultural** in PSHE will support the children's understanding and appreciation of different cultures within school and Britain and will show a willingness to participate in different cultural opportunities.

(Based on Ofsted definition of Spiritual Moral Social and Cultural aspects of learning 2016)

### **British Values**

British values; democracy, rule of law, respect, individual liberty and tolerance will also be included within the PSHE lessons and assemblies. The British values and knowledge from PSHE will regularly be referred to within all aspects of the school day.

### How does PSHE reflect our school's values and ethos?

Our school values (REACH: Respect, Enquiry, Appreciation, Citizenship and Honesty) and our ethos: Respecting rights, recognising responsibilities are reflected in our PSHE focus on respect for each other, respect for the local, national and global communities and ways in which we can respect and protect the environment.

### How does the PSHE curriculum impact on children's cultural capital and becoming well rounded citizens?

The strong focus on rights, we are one of UNICEF's Rights Respecting Schools, and its link to respect for diversity and equality is particularly important at Glusburn where our demographic is of limited cultural range. We want our children to be ready to play a fair and effective role in our multicultural society.

### Special Educational Needs and Disability

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory.

Teachers are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life.

*UNCRC ARTICLE 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.*