

What PSHCE looks like at Gilmorton Chandler CofE Primary School



INTENT:

Our PSHCE curriculum currently supports the aims and objectives of the DFE non-statutory guidance for PSHCE 2013.

We are currently in the process of preparing our curriculum so that it will meet the statutory National Curriculum guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education ready for September 2020. We are using the draft statutory guidance to support us with this.

We believe that

PSHCE should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through election/participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE and citizenship are to enable the children to:

- know and understand a healthy lifestyle and be aware of safety issues;
- understand what makes for good relationships with others;
- have respect and empathy for others and develop good relationships with other members of the community;
- be independent and responsible members of a community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.

IMPLEMENTATION:

The Christian ethos and values of our school ensure that PSHCE is embedded in everyday school life. We also develop PSHCE through various activities and whole-school events, for example the school council representatives from each class meet regularly to discuss school matters. We offer residential visits in Key Stage 2 where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

We use the Cambridge scheme of work as a base for our planning as well as annually having a visit from the Life Education caravan which helps to deliver part of our health and drugs education to each year group. Other visitors throughout the year also support this.

The Cambridge scheme of work is split into 4 strands

Myself and My Relationships

Developing an awareness of self, emotions and mental health are essential elements in our programmes. Developing skills of self-understanding are crucial to everyone's ability to form,

nurture and maintain positive and life-enhancing relationships. Mental health is currently a core priority for all those working with children and young people both locally and nationally.

Areas of this strand include:

- [Mental Health and Emotional Wellbeing](#)
- [Relationships](#)
- [Anti-bullying](#)
- [Body Image](#)
- [Managing Change](#)
- [Celebrating Girls' Friendships](#)
- [Conflict resolution and Peer Mediation](#)

Healthy and Safer Lifestyles

It is our duty to ensure we prepare children for adult life. Part of the challenge of this is enabling children to make positive decisions about an ever changing collection of 'risks'. Children must be offered opportunities to explore their own attitudes and develop skills, rather than focusing solely on gaining knowledge.

Areas of this strand include:

- [Understanding and Managing Risk](#)
- [Relationships and Sex Education](#)
- [Drug Education](#)
- [Healthy Lifestyles](#)
- [Personal Safety](#) including E-safety
- [Safety Contexts](#) including road, rail, sun, water safety

Citizenship

With the recent requirement for schools to promote British values and prevent radicalisation, Citizenship has become a focal point. As well as curriculum delivery, we choose to enact the values of democracy, tolerance, respect through the organisation and management of our school. Areas of this strand include:

- [Identity, Diversity and Community](#)
- [Right, Rules and Responsibilities - Society and Democracy](#)

Economic Well-being

Teaching children about personal finance and to respect and manage money helps them to become financially capable and better able to meet the increasingly complex financial challenges that await

them in the wider world. The ability to make financial decisions is a major aspect of identifying and making the best use of opportunities.

Areas of this strand include:

- Financial Capability
- Careers and Employability

Below is a copy of our long term plan for PSHCE

Long term plan PSHCE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Foundation	Beginning and belonging	Family and friends (inc anti-bullying) My emotions	Identities and diversities Me and my world	My body and growing up	Keeping safe (inc drug education)	Healthy lifestyles
Year 1	Beginning and belonging	Family and friends Anti-bullying	Diversities and communities	Sex and relationships education Drug education	Personal safety	Managing change
Year 2	Rights, rules and responsibilities	Family and friends Anti-bullying	Working together Financial capabilities	Sex and relationships education Drug education	Managing risk Safety contexts	Healthy lifestyles
Year 3	Beginning and belonging	Family and friends Anti-bullying	Diversities and communities	Sex and relationships education Drug education	Personal safety	Managing change
Year 4	Rights, rules and responsibilities	My emotions Anti-bullying	Working together Financial capabilities	Sex and relationships education Drug education	Managing risk Safety contexts	Healthy lifestyles
Year 5	Beginning and belonging	Family and friends	Diversities and communities	Sex and relationships education	Personal safety	Managing change

		Anti-bullying		Drug education		
Year 6	Rights, rules and responsibilities	My emotions Anti-bullying	Working together Financial capabilities	Sex and relationships education Drug education	Managing risk Safety contexts	Healthy lifestyles

What PSHCE lessons look like in our school

We use a range of teaching and learning styles emphasising active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events, or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that children are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We encourage the use of random pairings. We offer children the opportunity to hear visiting speakers talk about their role in creating a positive and supportive local community.

This is what we do:

- Planning includes discrete focus on the 4 strands (as above)
- Emphasis on quality first teaching.
- Positive use of mistakes/misconceptions- learning environment.
- Regular book scrutiny, pupil interviews, lesson observations.
- Whole school CPDL.
- Raise the profile of PSHCE through assemblies/visitors (e.g. NSPCC) external day visits (e.g. Warning Zone for year 6 children, High Cross for year 5), visits from police, road safety officers, Nationwide etc. into classes

IMPACT:

This is the impact of the teaching:

- Confident children who lead happy and successful childhoods and adulthoods
- Children who are healthy, independent and responsible members of society

This is how we monitor the impact

- Tracking grids (based on end of key stage statements) are submitted to PSHCE lead at the end of year 2 and year 6. These are then analysed.
- Pupil progress meetings - involving teacher, subject lead and HT/AHT.
- Marking and feedback.
- Self-assessment
- Pupil interviews
- Lesson observations
- Work samples
- Targeted use of TAs to support individual children.

- TA/Teacher conversations and feedback time.

This is how we use intervention:

- Small group and individual ELSA support for those children identified as needing more support with their social and emotional needs
- Pre-teaching to specific groups of children.