

PSCHE is intended to provide pupils with a sound understanding of healthy relationships, keeping healthy both in body and mind and identifying and responding to risk with the knowledge and skills necessary to make safe and informed decisions. Although non-statutory, it builds on statutory content outlined in the existing PSHE Association Program of Study, as well as statutory guidance on matters such as drug education, financial education, citizenship and, as of September 2020, the new curriculum requirements for both Health and Relationships Education.

According to DfE guidance (11 Feb 2020), it *should 'support young people to be happy, healthy and safe, equipping them for life as an adult in British society.'*

At Crooksbarrow, we tailor our PSCHE provision to the perceived needs of our pupils. In line with the school ethos, our key aims are as follows:

- Pupils to have a firm understanding of what constitutes to a healthy body and mind, and how they can achieve this individually as well as identify signs of ill health in themselves and others.
- To be able to foster and identify healthy relationships and know strategies to support themselves or others who may be in unhealthy relationships.
- To identify, assess and respond safely to risk in a wide range of situations, including but limited to online, in the home and in our local area.

Others aims include:

- To develop confident, independent learners, who are also able to work effectively as part of a team;
- To develop an awareness of the wider world and its diversity;
- To develop respect for ourselves and others (including their beliefs and cultures), and the environment.

In addition, we recognise the growth in pupils' online lives and the need to provide them with the necessary tools for making informed decisions.

To clearly outline progression and links between objectives, each one has been colour coded to fit the following sub-categories.

- Physical Wellbeing
- Mental Wellbeing
- Staying Safe
- Online Safety
- Respectful Relationships
- Families, communities and the World Around Me
- Money and Careers

British Values links are also highlighted for explicit teaching.

## **Teaching and Learning**

Due to the nature of PSCH, a varied approach will be taken to the delivery of this subject. As well as whole class teaching, topics may be addressed through assemblies, visits and visitors. There is a strong emphasis on discussion and experiences, with all pupils encouraged to contribute. Some topics will be addressed in other curriculum subjects, although most objectives are addressed through separate and distinct planning and teaching.

## **Coverage**

As pupils progress from Foundation Stage through Key Stages One and Two, all elements of the national requirements for Health and Relationships Education will be addressed, taking into account the age and ability of pupils. Through planning and staff liaison, we will ensure that all aspects are covered, with appropriate progression. Our curriculum follows the PSHE Association programme of study and takes into account our geographical area with themes such as rail safety, stranger danger and road safety repeating year on year. Planning is adapted to individual cohort needs from data gathered from Letter to teacher (KS1/LKS2) and the three houses activity (UKS2), as well as data from the SHEU survey.

## **Cross-curricular Links**

Wherever possible, PSCH will contribute to the teaching of other subjects. There are clear links in many areas, and these will be highlighted in planning:

English	Effective communication; developing appropriate language; turn-taking in discussions
Maths	Economic decision-making and implications
Science	The human body; puberty, health and prevention
PE	Importance of exercise for physical health and mental wellbeing
RE	Diversity; respect; tolerance
ICT	Online safety

## **Monitoring and Assessment**

The role of the PSCH coordinator is to ensure that there is appropriate curriculum coverage, leading to progression in pupils' understanding and abilities. This may involve monitoring planning, observing lessons, pupil voice opportunities and looking at examples of work. Pupils will complete Role on the Wall assessments (EYFS/KS1 Whole Class, KS2 Individual) and teachers will seek to clarify any misconceptions, liaising to discuss next steps and ensure progression.

## **Equal Opportunities**

All pupils will have access to the PSCH curriculum, regardless of their ability level. Where necessary, support will be provided to ensure equality of opportunity.

## **Resources**

Concrete PSCH resources are stored in the resource cupboard.

There is an online resource bank on Staff Shared.

