



Dartmoor
MULTI ACADEMY TRUST

Curriculum Statement for PSHE

Our curriculum has four features:

- is ambitious for all pupils;
- is carefully and coherently planned and sequenced;
- is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;
- is broad and balanced for all pupils

Intent

At Black Torrington C of E Primary School we believe that a quality PSHE curriculum should be planned as a developmental programme of learning through which all children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. We are aware of the way that PSHE supports many of the principles of safeguarding and links closely to schools' Safeguarding Policy. We are all aware of the important role the PSHE curriculum has in supporting school to implement the 9 protected characteristics of The Equality Act 2010.

Through our PSHE curriculum, we recognise our duty to 'actively promote' and provide opportunity for children understand the fundamental British values first set out by the Government in the 'Prevent' strategy in 2014, of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance
- of those with different faiths and beliefs in order for them to become fair, tolerant and confident adults in a forever challenging world.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. 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.

Implementation

Our curriculum closely follows the aims of the National Curriculum for PSHE 2014.

PSHE education is timetabled in the same way as any other subject and is taught in discrete lessons.

Our Programme of Study for PSHE education will develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes:

health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Resources from a wide range of sources are used to support the PSHE curriculum:

PSHE Association
Go Givers
You, Me, PSHE
Medway SRE
Islington PSHE
Common Sense Digital Literacy
Mentally Healthy Schools
Women's Aid

These will be used reflectively to ensure the needs of the school are recognised and that the strengths and difficulties, as well as previous learning, of the students are developed when making decisions about appropriate learning and opportunities.

The model of assessment we advocate is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This will be used to inform teachers' planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they have made since doing the baseline activity.

Impact

As a result we will have young people who have regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning.

They will have an understanding of the following concepts:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
 2. Relationships (including different types and in different settings, including online)
 3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
 4. 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)
 5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
 6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
 7. 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)
 8. 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)
 9. Career (including enterprise, employability and economic understanding)
- through:
- accurate, balanced and relevant knowledge
 - opportunities to turn that knowledge into personal understanding
 - opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities

- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self -confidence, self-esteem, and empathy

This Curriculum statement is linked to :

Accessibility Plan

Equality Policy and statements

SRE Policy

Mental Health Policy

Behaviour Policy