

PSHE Curriculum Statement **2024 - 2025**



The Golden Thread of our PSHE curriculum is to help children to develop a deepening knowledge of their health and wellbeing, including their physical and mental health. With a continuous focus on wellbeing, we want our children to become good citizens and well rounded adults as they continue to grow and change.

Intent

At Alverton School, we believe that personal, social and health education (PSHE) needs to develop the knowledge, skills and attributes that our children need in order to help them to become well-rounded individuals who are able to keep themselves safe and healthy and are well prepared for life outside of the classroom. We want our children to feel empowered in their individual life-long journeys with high aspirations and ambitions and the confidence to know that they can achieve whatever they set their minds to. We aim to help children to understand how they are developing physically, personally and socially whilst tackling many of the moral, social, political and cultural issues that they may face in today's society.

We have a whole-school priority of children's mental health and wellbeing and a whole-school approach of Five Ways to Wellbeing. We dedicate curriculum time as well as various other times during the week to PSHE and to providing the children with any additional pastoral support they may need as well as opportunities to talk as needed.

Implementation

At Alverton, we have chosen to follow the Young Citizens scheme of work throughout the school. This scheme of work supports our school by providing topical resources to support PSHE, SMSC and Citizenship. Their online tools and teacher-created content engage children and facilitate the delivery of a broad, deep and relevant curriculum. We are able to access 150 lessons to support pupils' personal development and nurture compassionate, active and engaged young citizens. The resources support Spiritual, Moral, Social and Cultural learning, including an understanding of fundamental British Values, and encourage pupils to recognise the positive role they can play in society.

In Key Stage 1 and Key Stage 2, we have used the Young Citizens programme to create a rolling plan that links with our other curriculum areas (where appropriate) as well as addresses the issues and topics we feel our children need to focus on throughout the year. PSHE is specifically taught but circle time and other relevant activities also take place if and when issues and matters arise.

To ensure that we can deliver our curriculum as a spiral, we have dedicated a day each term to focus on areas of the curriculum that we feel need reinforcing and that don't come into the Young Citizens lessons. In the Autumn, we hold a Health and Wellbeing Day and in the Spring we hold a Life Skills Day; these days may involve team building, healthy eating sessions, focusing on the effects of physical exercise on our body and minds, mindfulness, online safety and much more. In the Summer term we hold a SRE day. For our SRE coverage, we follow the Christopher Winters Scheme of work. Parents are informed about when these sessions will take place and we offer advice and support where necessary.

In addition to these days, we have started to bring in outside speakers and members of the community to help support as well as inviting families in.

In the EYFS, PSED is at the centre of our curriculum. Children are tracked from entry into Nursery and supported where needed to ensure happy, safe and secure children. Learning about each other's similarities and differences, behavioural expectations and sense of self worth are all delivered on a daily basis. Our environment ensures that children have plenty of opportunity to practice new skills such as working cooperatively and showing empathy towards others.

PSHE is, of course, more than discrete lessons. We ensure that pupils' social, moral, spiritual and cultural development is embedded across the curriculum. All staff are also always aware of children's wellbeing and happiness and every opportunity is taken to ensure that time is made available to help children resolve issues throughout the day.

Supporting Pupils with SEND in PSHE

At Alverton, teaching and learning is structured to support all pupils, including those with SEND, to progressively build on identified core knowledge to know, do and remember more. To achieve this, we adapt our curriculum in every subject to remove barriers to learning for pupils with SEND according to their individual needs and make subject-specific adaptations as appropriate.

Impact

Child mental health is a big focus for us at Alverton School and we have systems in place to ensure that every child gets the support that they need, with skilled practitioners working with our most vulnerable children and more widely as needed. Our pastoral support team takes referrals from teachers and other members of staff and children know who they can turn to for support.

Through the Five Ways to Wellbeing as well as our frameworks for PSHE, children can talk confidently about their mental health and know how to seek support where necessary. Staff are confident in the delivery of the curriculum and will ask for advice where needed. Children are taught strategies to deal with feelings and emotions through physical exercise as well as various other relaxation techniques.

Our PSHE sessions, as well as visits from outside agencies, have given the children a voice and enabled them to recognise their emotions, know what behaviour is acceptable and know how to make a stand if they want to make a change. The children enjoy our Health and Wellbeing sessions and show a real curiosity and desire to find out more about the various topics that have been covered. We ensure that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.

Our PSHE enables us to nurture a culture of knowing that every one of us is important and can have an impact on society; we are building confident empowered young people with a desire to make a difference.

Pupils are provided with opportunities to understand how to be responsible and active citizens who contribute positively to society; our ministers meet regularly to discuss changes that they feel we need to make to the school and how we could go about this. Over the years, the children have been responsible for putting things in place and making positive changes across the school.

Our children and staff value well-being, mental health and good citizenship. Through our curriculum, we believe that we prepare children for the next stage in their education as well as preparing them for the adult world.