



**Exploring together
Succeeding together**

Personal, Social and Health Education

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“PSHE has significant potential to boost pupil's life chances, helping them to develop the skills they need to succeed academically and in the workplace.” PSHE Association, 2024.

Intent

At Hill Avenue, we firmly believe that personal, social and health education is fundamental to equip pupils with the knowledge, skills and the understanding they need to lead confident, healthy, independent lives and to become informed, active responsible citizens both in their Primary school lives and as future adults. We agree with the PSHE Association’s findings of a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically and enjoy greater success.” PSHE Association, 2024.

In conjunction with our school values of teamwork, respect, happiness and achieve we can explore the fundamental building blocks of individuals and societies, empowering our children to succeed via understanding their place in our world and their potential within it.

British Values are woven throughout our PSHE curriculum, as well as the curriculum and school culture as a whole. Children will learn about democracy, rule of law, individual liberty and mutual respect and tolerance. These values are actively promoted so that children can be prepared to live life positively within modern Britain.

In line with PSHE and DFE best practice guidance, our lessons are designed and delivered to meet our pupil’s and their communities’ needs. Our flexible, yet well-structured PSHE curriculum can respond rapidly and appropriately to local and world events to ensure that real-time, relevant issues are sensitively discussed and explored to enable children to develop their own critical understanding of the world around them- providing them with a sense of agency in what can be a very adult led and rapidly changing world. Pupils are provided with a wide variety of ways to explore ideas and concepts and undergo a wide range of experiences both across and beyond the curriculum so that their learning is real and applicable to their lives in school and enriches the wider community.

Our PSHE lessons also both teach and are made better through our Hill Avenue learning behaviours of resilience, curiosity, collaboration, reflection and metacognition. The ability to debate and discuss in ways meaningful to the children are intrinsically valuable to our exploration of the PSHE curriculum and explicitly taught through our school wide approach to oracy skills.

Our core aims of PSHE at Hill Avenue are to enable children to:

- Have accurate and relevant knowledge;
- Have opportunities to turn that knowledge into personal understanding;
- Have opportunities to explore, clarify and respectfully challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities;

- Develop skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
- Recognise their own self-worth and be respectful of others;
- Work well with others and become increasingly responsible for their own learning and choices;
- Understand the value of money and be economically responsible;
- Have a clear understanding of their role as a citizen, not only in school but in the wider community.
- Become excited and enthusiastic about their potential in the world and begin to make plans as to how to achieve their goals.

Implementation

In line with PSHE and DfE best practice, our PHSE curriculum is taught in weekly, year group specific, timetabled lessons. Within our curriculum, we explore 3 core themes of: Relationships, Living in the Wider World and Health and Well-Being.

Teaching Relationship and Sex Education as part of our PHSE curriculum focuses on the characteristics of positive relationships in relationships to friendship, family relationships and relationships with others. Our Relationship and Sex Education Policy has been developed in conjunction with parents, staff, children and the Directors of Trust/CEO and is available on our School Website. Within PSHE children are taught about drug education, financial education, sex and relationship education (RSE – please see separate policy) and the importance of physical activity and diet for a healthy lifestyle enabling children to prepare for the opportunities, responsibilities and experiences of later life.

It is vital to ensure that children develop skills and attributes such as resilience, self-confidence, risk-management, leadership skills and critical thinking in the context of three core themes:

Relationships			Living in the Wider World			Health and Wellbeing		
Families and Relationships	Safe Relationships	Respecting Ourselves and Others	Belonging to a community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe

Children and their families inhabit a complex and ever-changing world, and we endeavour to provide them with the real-time tools and knowledge to navigate safely and confidently along this exciting journey. We seek to empower children and families to understand how to be safe and healthy, and how to succeed in their academic, personal and social lives. This policy also exists in partnership with the Relationships and Sex Education Policy, which together, underpin the teaching of characteristics of positive relationships within

- Friendships
- Family relationships

- Relationships with others

A spiral approach to this curriculum, means that children follow the same 9 smaller topic branches, within the 3 core themes, every year, experiencing learning relevant to their age-group and then building on that prior knowledge annually. As the whole school is covering these ideas at the same time it creates an additional layer for learning as children can discuss similar and broad topics using their age-related ideas and vocabulary- ensuring everyone in our school feels heard and involved.

Organisation and Planning

Throughout the school, our PSHE curriculum is informed by our school values of happiness, respect, teamwork and achieve. This is because without these qualities, academic success is a standalone exercise but as part of our values it becomes a consequence and integral part of happy, respectful collaborative children achieving together- the PSHE Association's 'virtuous circle.'

In Early Years, children will work towards achieving Early Learning Goals in Personal, Social and Emotional Education. These will be delivered through cross-curricular projects as outlined in our Early Years Curriculum. They will also be delivered through structured playtimes, social times, visits, stories, videos, role play and assemblies. Early Years children will also learn about what it means to be part of a family as well as part of a community.

In Key Stage 1, children will learn about themselves as developing individuals and as members of their communities, building on their own experiences. They will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well and have opportunities to show they can take responsibility for themselves and their environment. As members of a class and school community, they will learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.

In Key Stage 2 pupils will learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They will be encouraged to become more mature, independent and self-confident. They will learn about the wider world and the interdependence of communities within it. They will be encouraged to develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. Children in Key Stage 2 will also investigate a range of key social issues and look at the important laws and rules that guide these issues. They will learn how to take part more fully in school and community activities and learn how to take responsibility for their actions, debate key issues and develop a good level of understanding of the communities in which they are citizens. They will learn how to make more confident and informed choices about their health and environment, to take more responsibility, individually and as a group, for their own learning and to resist bullying.

As they begin to develop into young adults, they will face the changes of puberty and the transfer to secondary school, with the support of our school nurse, adults within school,

primary liaison with secondary feeder school and we will support them and encourage them.

As a school, we understand that children's development across year 6 and into year 7 is a challenging time so Hill Avenue, alongside Chimp Management - Professor Steve Peters 2001 supports children to develop their emotional management and development strategies for handling stress, anxiety, anger and the many challenges that come with growing up through additional workshops throughout upper key stage 2. This provision also supports adults to be able to support their children, out of school, which is shared through our Trust's Podcast.

In addition to the above provision, Hill Avenue have co-designed a bespoke set of programmes alongside 'Luke Blackham' – WildnWell, one of which focuses on transition from Primary to Secondary called 'Disconnect to Reconnect'. This programme works with children, through a Nature Based Therapy approach, to develop and promote confidence and well-being.

Through this curriculum, it is intended that all children will achieve the knowledge, skills and understanding outlined in the statutory guidance of PSHE and RSE, as a minimum. Our PSHE provision is mapped and planned effectively alongside our SMSC curriculum which safeguards all pupils and fulfils curriculum requirements.

Within PSHE, and in partnership with our computing curriculum, we explicitly educate children about the safe use of online devices, technology and social media use outside of school. Children will develop an excellent understanding of E-Safety, what their digital footprint can look like and how to resolve issues of e-bullying and unkind behaviour carried out online (Digital Resilience). They will be taught how to use technology safely and gain an understanding of how information can be presented and perceived online (Media Literacy) and about the benefits that correct use of these devices can bring to their education.

Equal opportunities

All children will have equal access to the PSHE Curriculum, regardless of gender, ethnicity, socioeconomic background or special educational needs as outlined in the school's Equal Opportunities Policy. In addition to this, teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as an additional language) to ensure that all can fully access PSHE provision.

This will be done through: adaptive and responsive teaching; support from the subject leader; close monitoring of lessons and learning; as well as reviews that will be made by senior leaders, middle leaders and subject leaders. This will allow us to observe learning and outcomes within the curriculum, allowing us to gain feedback around what is going well and what are the ways to grow and move forward with children of all backgrounds and abilities.

If there are areas where children are not making rapid progress, then class teachers will work alongside leaders and SENCo to set specific targets within lessons to boost progress and attainment. Likewise, where children are showing themselves to be at greater level of understanding, class teachers will provide further challenge to ensure children excel further.

Assessment and recording

Hill Avenue will assess pupils' learning and progression through our Assessment Steps which will be used by the children and staff to track progress. Senior Leaders and Subject Leaders will evaluate progress that has been made and the impact of the curriculum to ensure all children, including the most disadvantaged and pupils with SEND have been given the skills knowledge and experiences they deserve to flourish in life.

Impact

The impact of our PSHE curriculum, at Hill Avenue, allows children to develop their personal, social and health skills and understanding to apply in situations inside and outside of school, paving the way for them to be happy, respectful, collaborative and successful citizens of the present and future.

We aim to build the resilience and confidence in our children to overcome challenges in life positively and to thrive as they continue to grow. As a school, we provide pupils with the knowledge, skills and the understanding they need to lead healthy, independent lives and to become informed, active responsible citizens in their community and wider world. We want our children to approach life bravely and full of wonder, whilst providing them with the tools and knowledge to do so safely.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Marking and Feedback Policy

Curriculum Policy

Assessment Policy

SEND Policy

Equal Opportunities Policy

Health and Safety Policy

RSE policy

Review

This policy will be reviewed annually by staff, SLT and Directors of the Trust/CEO.

