

Curriculum Statement for Personal, Social, Health and Economic Education

Rationale

PSHE and Citizenship is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for future life and work. We want them to thrive as individuals, family members and as active citizen in society. PSHE should have an impact on both academic and non-academic outcomes for pupils.

The aims of Personal, Social, Health and Economic Education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with other members of the school and wider community, including respecting differences of opinion and the beliefs of other people;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop team-working and critical thinking.
- develop resilience, self-confidence and self-esteem, and make informed choices regarding personal and social issues and make the most of their abilities;
- have a greater understanding of finances and the value of money, cheques and 'plastic';
- learn about career-related learning to develop their awareness of themselves and roles of gender, in preparation for later life.

Curriculum Intent:

At Cononley Primary School, pupils in Early Years Foundation Stage are taught using the EYFS Curriculum for Personal, Social and Emotional Development.

In Key Stage 1 and 2, we use the North Yorkshire PHSE Curriculum which provides a well-sequenced framework for teaching and learning. Lessons are structured into the 5 themes of Me and My Relationships, Me and My Future, Keeping Myself Safe, My Healthy Lifestyle and Becoming an Active Citizen. Additionally, the units from SEAL - Social and Emotional Aspects to Learning topics (Good to Be Me, Going for Goals, Relationships, New



Beginnings, Getting on and Falling Out and Changes) are used to enhance the PHSE curriculum. A rolling programme ensures that all pupils receive their full entitlement to the PHSE curriculum within our mixed-age class structure.

YEAR A	Good to be Me	Keeping Myself Safe	Going for Goals	My Healthy Lifestyle	Me and My Relationships	Moving On
YEAR B	New Beginnings	Me and My Relationships	Getting on and Falling Out	Me and My Future	Becoming an Active Citizen	Changes

The learning outcomes are colour coded to illustrate where the aspects of PSHE and Citizenship are covered within the themes (risk taking and keeping safe are woven throughout the aspects):

Relationships and Sex Education	Online safety
Drugs, Alcohol and Tobacco and wider risk taking behaviours	Careers education and personal finance
Citizenship	Healthy Lifestyles (Physical and Emotional Wellbeing) Emotional health and wellbeing

Implementation

EYFS

The EYFS Curriculum for Personal, Social and Emotional Development is taught in variety of ways through adult-led and adult-supported tasks and child-initiated learning in well-resourced provision areas, both indoors and outdoors. It is taught through cross curricular themes, as well as discrete lesson activities.

Key Stage 1 and Key Stage 2

Discrete lessons are taught to a 2 year rolling programme. In Key Stage 2, lessons are taught by a dedicated PHSE teacher in a three-weekly cycle with French and Music (PHSE lessons take place two out of every three weeks.)

Enrichment

PHSE curriculum is enriched in a variety of ways including:

- Co-operative Learning -a structured programme used throughout school to teach children strategies for working together and improving learning.
- Visits from the school nurse to EYFS to discuss importance of hygiene and hand washing
- Taking part mock general elections and a mock EU referendum
- Voting for house captains and school council representatives
- Taking part in themed weeks such as Anti-bullying Week, British Parliament Week, Wellbeing Week, Internet Safety Week

Cross curricular Links

The PHSE curriculum supports other curriculum subjects such as Science (links to puberty / reproduction; healthy lifestyles / animals and humans;) Computing (on-line safety) Mathematics (personal finance), Physical Education (links to healthy lifestyles) and Design Technology (healthy eating).

Progression and Assessment

EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Tapestry) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for Personal, Social and Emotional Development.

Key Stage 1 and Key Stage 2

Ongoing observational assessments are made and lessons adapted to suit the needs of pupils. Sometimes, pupils are recommended for interventions, for example, to support well-being or friendships, as a result of observations made by staff during PHSE lessons.

Impact

The impact of the curriculum will be reviewed at the end of the year through observations and assessments of pupils' learning and through pupil discussions about their learning. Pupil surveys such as the Health and Wellbeing Survey: Growing Up in North Yorkshire and the Anti-Bullying Survey are completed bi-annually and the data is used to inform the curriculum.