



INTENT
<p><b>The purpose of our PSHE&amp;R curriculum is...</b></p> <ul style="list-style-type: none"> <li>• To support pupils to thrive in an ever-changing world.</li> <li>• To allow pupils to explore their attitudes, values and beliefs.</li> <li>• To develop the skills, language and strategies to manage feelings and responses should they encounter them.</li> <li>• To help pupils become healthy, positive and responsible members of society.</li> <li>• To help develop pupils' sense of self-worth.</li> <li>• To introduce pupils to democracy through the school council.</li> <li>• To create an environment where children feel safe and cared for.</li> </ul> <p>Through the teaching of sex and relationships education, children will learn develop their knowledge and understanding, while cultivating attitudes, values, personal and social skills.</p>
IMPLEMENTATION
<p>PSHE is taught through the development of a number of overarching concepts: identity, relationships, healthy, balanced lifestyles, risk, diversity &amp; equality, rights, responsibilities and consent, power, change, <b>career</b> and through 3 core themes: Relationships, Health &amp; Well-Being &amp; Living in the Wider World. It is taught as discrete lessons, cross-curricularly where appropriate.</p> <ul style="list-style-type: none"> <li>• At the beginning of each school year, teachers involve the children in creating class rules, which they follow throughout the year.</li> <li>• Through discussion, children are encouraged to discover ways in which to resolve any conflicts.</li> <li>• In EYFS, children are taught about rules, people who help us and how to communicate their ideas with their peers.</li> <li>• Teachers provide learning opportunities matched to the individual needs of children with SEN.</li> <li>• Learning experiences are provided for children through visits from Dogs Trust, GIST lorries, Bikeability, MAX Respect and 'What's in the box?' drug awareness. These promote a responsibility, road safety and a healthy lifestyle.</li> <li>• Teachers plan opportunities for children to debate topical ideas, and drama is used to portray these ideas in more lifelike scenarios.</li> <li>• We have a collection of PSHE related stories and factual texts for EYFS, KS1 and KS2 to use.</li> <li>• Teachers use a vocabulary progression list to ensure children are introduced to new vocabulary each year.</li> <li>• We have a democratically elected School Council. Termly meetings are held and children raise their own ideas for fundraising, or identify areas for improvement within the school. Discussions had by the School Council are then shared with the rest of the school.</li> <li>• PSHE is taught in a cross-curricular way through Science and healthy eating and Geography and the understanding of the wider world. In English, children write persuasive letters on topical issues, such as road safety which is particularly important to our school.</li> </ul>
IMPACT
<ul style="list-style-type: none"> <li>• The key concepts of <i>responsibility</i>, <i>choices</i> and <i>identity</i> help us to measure the impact of our curriculum:</li> </ul> <p><b>RESPONSIBILITY</b> - I take responsibility for myself, my community and the wider world beyond. I am a courageous advocate for those who need my help and a voice.</p> <p><b>CHOICES</b> - I make decisions that affect others and learn to evaluate my choices and their consequences.</p> <p><b>IDENTITY</b> - I learn about myself and how I relate to the world around me.</p> <ul style="list-style-type: none"> <li>• Monitoring and evaluation of teaching and learning of computing will be carried out through our curriculum review cycle. Once completed it is shared with the whole staff and the governing body.</li> </ul>



- Assessment is made through making informal judgements, as teachers observe the pupils during lessons, and through formal assessments of the work completed. Teachers have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.
- Children will leave school as well rounded individuals with a strong sense of identity. Values such as responsibility, respect, empathy, compassion and perseverance are encouraged throughout their time at Osbournby.