



MILLDENE PRIMARY SCHOOL
PSHE CURRICULUM



Intent

Through PSHE, our pupils will develop the tools to tackle many moral, social and cultural issues as they develop in to healthy, independent, aware, tolerant and responsible members of society.

The aim is for all pupils to develop an understanding of the following areas, as well as an ability to apply this to their lives:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- 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)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- 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)
- 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)
- Career (including enterprise, employability and economic understanding)

Implementation

At Milldene Primary School, PSHE is taught using the PSHE Association’s Planning toolkit. The curriculum focuses on reflecting and evaluating existing experiences and broadening their understanding of the world beyond their immediate surroundings and experiences. The curriculum directly links with the school’s progression of PSHE skills, which focus on three key areas:

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
Suggested topic areas: Healthy Lifestyles Keeping Safe Growing and Changing	Suggested topic areas: Healthy Relationships Feelings and Emotions Valuing Difference	Suggested topic areas: Rights and Responsibilities Taking Care of the Environment Money

Many PSHE skills can be taught within a cross curricula approach and so evidence may well be held in several areas. For example, during English lessons, children may discuss positive and negative emotions a character is experiencing. In science, children may learn about healthy life-styles. Classes will therefore hold evidence in different books, however a whole class PSHE book is created each

year. The whole class book allows for flexibility for range of lesson/teaching methods to be recorded, as some concepts are often taught through class discussion or role play, for example.

Many elements of the PSHE curriculum will cover Fundamental British Values. Regarding this, staff should be aware that ‘partisan political views’ are not limited to just political parties. They may also be held by campaign groups, lobbyists and charitable organisations.

Where partisan political views – or material which promote these – are covered, staff should ensure that these are presented with the appropriate context, which supports a balanced presentation of opposing views.

As a general principle, staff should avoid expressing their own personal political views to pupils unless they are confident this will not amount to promoting that view to pupils.

Where staff do share their personal political views, they should ensure that this is not presented as fact and note that there are opposing views to consider.

Not all areas of ethical debate are political issues. There are some concepts and views that can be considered as shared principles that underpin our society and not political issues in this context. “Examples include a belief in upholding certain rights, such as freedom of speech and protection from violence and criminal activity - or challenging discrimination and prejudice, including racism.” (Political impartiality in schools. Published February 2022, DfE, gov.uk.)

The school encourages presenting a balance of views, supported by evidence. For example, looking at different views regarding climate change doesn’t constitute partisan views. However, when looking at the solutions to climate change, it is best to show a range of views rather than from one political party or group. Another example would be regarding more recent historical events, including topics relating to empire and imperialism on which there are differing partisan political views. These should be taught in a balanced manner.

The school’s curriculum takes into account the age appropriateness of some teaching. Where political issues are taught, it is considered how they might be taught in an age appropriate manner. Where political issues are covered with younger pupils, we will consider how they might be taught differently to older age groups. This could include teaching younger pupils about more general factual content, whilst older pupils could be presented with a broader view, being taught in a balanced manner.

“Some concepts and views are shared principles that underpin our society and should be reinforced by schools. This includes fundamental rights, tolerance and challenging discrimination and prejudice.” “A distinction should be drawn between the shared principle that discrimination and prejudice are wrong, and partisan political views that go beyond this or advocate political reform.” (Political impartiality in schools. Published February 2022, DfE, gov.uk.)

Impact

In KS1 and KS2, the PSHE skills progression statements are used for periodic assessment. These are aligned to the school curriculum. Teachers update assessments at least bi-annually and record these on Target Tracker.

In EYFS, the Development Matters statements are used to assess progress and attainment.

Assessments are made through a combination of observation, discussion, written work, presentations and projects.

Monitoring

A monitoring action plan is created each year to ensure this policy and the curriculum are followed and taught. A range of monitoring strategies are used to ensure there is triangulation. Support will be offered to teachers where 'areas for development' are identified.

Renewal

This policy is revisited on a yearly basis and amendments are made where appropriate.