



Curriculum Rationale: Why study PSHRE at Priestsic Primary?

Curriculum Purpose: Why study PSHRE at Priestsic Primary?

Why do pupils at Priestsic Primary need to study PSHRE?

Our curriculum has been designed to meet the needs of the community of students we serve. PSHRE is all about preparing our children for the opportunities, experiences and responsibilities of life. They need to foster and develop a sense of their own being, their own personality and their own potential. At the same time, questioning moral issues at the heart of life. It is vital that children show an understanding and respect of peoples' beliefs and cultures, distinguishing between right and wrong as well as acquiring the skills and knowledge to do what is right. This will harness an appreciation of their own culture and of others. We promote vocabulary and prioritise exposing our students to a wealth of vocabulary in different contexts and we promote the identification of our students as global citizens – aspirational, respectful, and values driven.

National Curriculum:

Compliant with both statutory requirements and non-statutory guidance and linked to other relevant policies - but also embedded in our values and vision at Priestsic Primary School - we are committed to promoting all our pupils' personal and social health and their emotional well-being alongside securing the best academic outcomes possible. This will be achieved by a curriculum that ensures the teaching of a planned programme of PSHRE learning appropriate to children's ages, abilities and stages of development - shared and agreed by our Parents/Carers, our Governing Body, all Staff, Children and Visitors to our school who support our children's learning journey and development. Priestsic has sought to use PSHRE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

What values underpin the current curriculum content?

At Priestsic we have numerous learning values which are emphasised through the PSHRE curriculum. They are there to support our children to become the best they can be, but they also influence and drive our learning. In PSHRE at Priestsic we show:

Respect: Respect is one of the core values of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children. Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.

Responsibility: We understand that our children are going to be shaping the future and creating what will be our history. We have to be responsible enough to learn from the mistakes of others and make sure that the future is one to be proud of.

Resilience: We appreciate that learning about life can be difficult and can be seen from many different perspectives and that to form our own opinions we need to be critical of and careful with our sources of information. We need our children to be resilient enough to form their own opinions on the society in which we live and have the conviction to stick to them.

Kindness: We show kindness by celebrating the achievements of many, from backgrounds different to our own. We are inclusive to all and make sure we approach PSHRE with that in mind.

Independence: One of the major obstacles preventing our children from becoming more independent is a fear of failure. To encourage a more independent approach, we must help students to see failure as an opportunity to learn, rather than something to be avoided at all costs.

Self-Belief: Self-Belief is vital to our children. Many changes in society have come through people being brave enough to challenge the status quo. If our children are to shape the future, they must believe in themselves enough to voice their opinions and if they disagree with an idea, challenge it, backed up with knowledge, research and self-belief.

How are British Values taught through PSHRE?

DEMOCRACY

All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through pupil questionnaires, pupil surveys and family group sessions.

The principle of democracy is explored in the curriculum as well as during assemblies and theme days. Members of the School Council are voted for by the pupils each year and work hard to promote tolerance and understanding through school events and the many fantastic fund-raising opportunities that take place.

RULE OF LAW

Our school rules were formed through discussions with our School Council, having discussed ideas with their fellow class members and presented their views to the Senior Leadership Team. School rules and expectations are clear, fair and regularly promoted.

Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies, PSHRE lessons and Talking time as well as in the playground.

Pupils are encouraged to respect the law and Priestcic enjoys visits from authorities such as the Police, Fire Service, Ambulance, etc. to help reinforce this message. Pupils in Year 6 will be visiting the Warning Zone in Leicester each year where they learn about their social responsibility.

The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parents and carers.

INDIVIDUAL LIBERTY

Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. E.g. by signing up for extra-curricular clubs. Pupils are supported to develop their self-knowledge, self-esteem and self-confidence. Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHRE lessons. Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school governing body has taken an active role in this and the results of a whole-school pupil survey were widely published. The school also operates a robust system of logging incidents.

MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

Respect is one of the core values of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.

Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life. Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour. Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class or pupils are taken to visit places of worship.

Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations. Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE and Talking time activities. We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Curriculum topics. These curriculum topics offer children the chance to reflect on our core values and British values.

Curriculum Purpose: Why study PSHRE at Priestsic Primary?

How are PSHRE lessons taught at Priestsic Primary?

Our over-arching aim is to ensure that we prepare all our children with the best knowledge, understanding and skills for life and living in the 21st Century within the context of their spiritual, moral, cultural, mental and physical development. In essence this means supporting their preparation for the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and playing an active part in their communities. This includes enabling children to have a secure grasp of how and why they grow, change and develop over time and how to best manage their associated feelings and emotions - particularly linked to promoting healthy, responsible and stable relationships throughout their lives. Children will also be taught how to recognise that there are both positive and negative influences on the choices and decisions they may make and how this can result in different outcomes and consequences. Talking Points is a scheme of work that covers the DfE Guidance for their new Physical Health, Mental Wellbeing and Relationships Education for Primary Schools. This is a compulsory guidance document for schools. Talking Points uses children's picture books to start age appropriate discussions with children about meaningful issues within society. Children are encouraged to take part in discussions and activities which include other groups of pupils, grown-ups at home and parts of the community. Talking Points also aims to encourage a love of reading and to increase vocabulary understanding. It has been written by a currently serving Head teacher with a psychology background. The lessons taught in school help children to develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries.

What is the impact?

We ensure that children at our school are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want our children to develop a passion for history and to want to have the aspiration to pursue a career in the field themselves. We should aim for any child in this school to be able to be filled with knowledge about their favourite historical figures and to be ready to fight their case should they disagree with you! At the end of their time at Priestsic, we want our children to have an awareness of their own place within history. They should have a greater understanding of the wider world, and aspire to go and find out more. Furthermore, we want them to be reflective and contemplative on the mistakes of the past and strive to make the world a better place, because of their own understanding of history.