



Subject routeway

Subject: Personal, Social, Health and Economic Education (PSHE)

1. Curriculum intent:

At unity we work hard to ensure our children are seen and heard, we have completed work on adverse childhood experiences (ACEs) and have been working with the 'trauma schools' organisation to improve how they greeted as this improves their oxytocin levels making them better equipped to learn.

At Unity we believe that positive, fulfilling relationships between everyone in school are needed in order for everyone to learn and be our best. Our PSHE curriculum aims to prepare children to become well-rounded citizens in our school, community and the wider world. We offer a progressive PSHE curriculum covering Health and Wellbeing, Relationships and Living in the Wider World. We aim to build children's self-awareness, self-value and understanding of others. We understand the challenges that many of our children and families face and put happiness, wellbeing and resilience at the heart of everything we do in school. We believe children who feel safe, valued and respected will become able to confidently articulate their feelings and become reflective learners. Supporting our pupils' mental health will enable them to fully engage with learning and fulfil their full academic potential.

Staff are trained in adverse childhood experiences (ACEs) and we have worked with Trauma Informed Schools to develop good practise e.g. ensuring all children feel seen, heard and valued which improves oxytocin levels and equips children to learn.

As a Gold Rights Respecting School, dignity through respect and kindness is a central thread that runs throughout our school life. As part of the Big Life Group, we share the 6 core Big Life values: Valuing Difference, Thoughtful, Honest, Courageous, Creative and Inspiring. These values are integrated into our school ethos, wider curriculum and PSHE programme. We aim to be an ally while developing anti-racist attitudes and behaviours among staff, pupils and our wider community.

2. Sequencing

Our PSHE provision starts in the Early Years where children develop positive relationships with each other and with adults and learn to name and recognise emotions. They build the foundation for future self-esteem, learning to manage their behaviour and engage positively with learning. Throughout the school, we use a range of speaking and listening strategies, including circle time, pair work and group work, to build children's emotional literacy and ability to articulate their viewpoint constructively, understanding the impact their behaviour has on others and learning to work effectively in teams. Our behaviour policy is grounded in the language of rights, responsibilities and respect. We actively work to promote anti-bullying and build children's awareness and ability to recognise and challenge unkind

and bullying behaviour. This links with our commitment to Zones Of Regulation, which underpins PSHE work on establishing Class Charters and building positive classroom relationships.

The values and messages of our PSHE curriculum underpin and permeate our wider curriculum and ethos. For example, children learn about change makers in History, human rights in Geography, and keeping safe in ICT. We teach an age-appropriate Relationship and Sex Education (RSE) curriculum, working closely with parents and carers to help children understand how to stay safe and healthy in the modern world. Working closely with families, we aim to lay the foundations for the opportunities, responsibilities and experiences children will encounter at secondary school and in later life.

The PSHE curriculum follows the IMatter scheme developed by healthy schools. It is separated into the following themes and each year group studies a series of 5 modules covering:

- Relationships and Sex Education
- Mental and Emotional Health
- Keeping Safe
- Healthy Lifestyles
- Living in the Wider World

The curriculum is cyclical and so key concepts are revisited, consolidated and extended over the different key stages.

We are also developing our own supplementary content to further develop the whole child including their knowledge, understanding, skills, strategies, beliefs, values and attributes. The content is carefully chosen and tailored to consider the needs our children and what has happened over the last few years. This includes our rights respecting article of the week, responses to current events and annual awareness raising events such as Anti-Bullying Day, Children In Need Day, internet Safety Day etc. We promote positive role models through our concept of ChangeMakers (people who make a difference) which underpins our History and Geography curriculum and links to RE, Science and ongoing work on aspirations and careers across our provision. We are working with Manchester Healthy Schools to pilot their new 'Bee an ally' series that is aimed at promoting anti-racist attitudes and behaviours. We have developed the "Wellbeing Wheel" as a child led self assessment tool for mental wellbeing, which complements our teacher Leuven Scale Assessment. This integrates the 5 Ways To Wellbeing into our PSHE Curriculum to build awareness of positive mental health strategies.

3. Milestones

The I Matter Scheme sets out clear outcomes for each of the 5 strands. For each strand there is a Curriculum Detail document which shows the progressions of content from Year 1 to Year 6, including learning objectives and related learning outcomes. This shows how understanding and knowledge develops from year to year to year. Our EYFS curriculum for Personal, Social And Emotional Development underpins all provision in the Reception year and focuses on building self-regulation, social skills, resilience and understanding needed to access the Year 1 I Matter curriculum.

We do not use formal assessment in PSHE, but teachers use ongoing formative assessment to check prior learning and understanding, adapt lessons and learning outcomes to meet the needs of their cohort, and to scaffold learning for children with SEN or those with gaps in knowledge or understanding. We support children with SEN to access the same content as the whole class, for example, working with parents to develop appropriate RSE support for children who are not developmentally ready for the same lessons as the rest of the class but may face unique safeguarding concerns as a result of their disability or level of understanding.

We monitor learning and understanding through ongoing formative assessment, pupil voice activity, and learning walks. All PSHE work is recorded, either in individual books or class floor books, which are subject to scrutiny to ensure consistent coverage, appropriate scaffolding and evidence of understanding and progression.

4. Inclusion

At Unity Community Primary we aim to enrich pupils with the emotional literacy needed to express themselves and their feelings. We provide a wide range of strategies including the use of visuals to support children's understanding of certain concepts. Additionally, we provide a wide range of resources and the use of scaffolding enables our SEND children to access the curriculum. We are fortunate enough to have a nurture room to ensure children are given the additional tools needed to understand and manage their emotions, within the nurture room skilled staff deliver targeted interventions focused around the social, emotional, mental health needs of some of our pupils. Issues of diversity and representation are fully reflected in our PSHE curriculum and materials.

5. Professional development

Our PSHE curriculum is well resourced and we have access to a vast amount of healthy schools training as well as professionals who can support and deliver specialist relationships, sex education (RSE) coaching for staff and parents.