



## West Heslerton CE Primary School Curriculum statement for the teaching and learning of PSHCE

ETHOS	<p style="text-align: center;">“Children are at the centre of all we do”</p> <p>We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.</p> <p>The hallmarks of a Christian life lived well are –</p> <p>· Love · Joy · Self-control · Peace · Kindness · Patience · Generosity · Gentleness · Faithfulness</p> <p>Galatians 5:22 – 23</p>
SCHOOL INTENT	<p>As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.</p> <p>To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.</p> <p>Whilst making the greatest use of the wide-open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.</p>
SUBJECT INTENT	<p>At West Heslerton, we strive to provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals, within the community and modern Britain. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. We equip children to live healthy, safe, productive, capable, responsible and balanced lives, encouraging them to be enterprising and supporting them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.</p> <p>We aim for children to:</p> <ul style="list-style-type: none"> <li>• reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes that they may encounter now and in the future.</li> <li>• build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.</li> <li>• recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.</li> <li>• develop an understanding of themselves, empathy and the ability to work with others which will help them to form and maintain good relationships</li> <li>• develop the essential skills for future employability and better enjoy and manage their lives</li> <li>• be prepared to play a full and active part in society, fostering an awareness and understanding of democracy, government and how laws are made and upheld.</li> <li>• explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.</li> <li>• be prepared to make the next stage of their journey, ultimately taking their place in society as responsible citizens, managing their money well, making sound financial decisions.</li> </ul> <p><u>Sex and relationships Education</u></p> <p>At West Heslerton CE Primary School we recognise all relationships are founded in mutual and consensual love as being equal and valid in all respects. We recognise that individuals may identify with genders that differ from that assigned at birth, and we celebrate people's right to do so. In short, we promote a culture where the breadth of relationships, sexualities and genders are not merely tolerated but are celebrated as being integral to the tapestry of society. We believe that this culture will help allow children to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Through effective Relationship and Sex Education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment is to equality, both within and outside of the classroom. It is important that we approach this subject with a clear and unified voice, and it is equally important that we provide unambiguous guidance for the benefit of our staff, parents and carers, and ultimately, our children.</p>

UNDERPINNED BY	High expectations	Modelling	Fluency	Vocabulary
	All children are expected to make at least good progress from their starting point and achieve their full potential.	Teachers teach the skills needed for children to succeed by providing quality first teaching and having high expectations.	Children apply the skills taught confidently and independently across the curriculum.	Ambitious vocabulary is taught explicitly and can be used by children appropriately.
IMPLEMENTATION	Skills, knowledge and vocabulary are taught following the North Yorkshire County Council PSHCE and Citizenship Entitlement Framework, adapted for our setting. In EYFS we follow the 'Birth to 5 Matters' and use the Development Matters Checkpoints to track progress, these are non-statutory - only the 'Early Years Framework' is statutory. See EYFS PSED Long term Progression Plan.			
	<b>Outdoor Learning</b> As a Forest School, we continue and extend our learning outdoors, in a range of different areas in our locality. By doing this, we are able to expand our range of skills, knowledge and vocabulary. EYFS and Yr1 also have continual access to outdoor learning as part of their provision.	<b>Healthy Schools</b> We are registered with Healthy Schools North Yorkshire and are working towards the Healthy School Awards. We take part in regular Healthy Schools Pupil events.	<b>Wider Opportunities</b> The children are given the opportunity to experience PSHCE and citizenship in many other ways, for example: Inter-school sports, Children's University, Visits and Visitors, NYES Pupil events/survey, Annual celebrations, Community Links (Generation Tea, correspondence), School trips and Residential trips. Specific examples can be seen on Dojo.	<b>Independent work</b> Tasks in lessons are used to promote independent learning, time management, organisation and problem solving. In EYFS/Yr 1 tasks are set for children during Busy Brain Time.
	<b>Whole School Events</b> As a whole school we come together to celebrate and/or take part in specific themes and events: Children in Need, Comic Relief, Christmas Dinner, Safer Internet Day, Fairtrade, Leavers events	<b>Cross curricular</b> This subject is taught across the curriculum ensuring that skills are applied in other subjects.	<b>Inclusion</b> All children receive a high-quality and ambitious education regardless of need or disability, both in and out of the classroom. We support these children in a range of ways: adult support, peer support, differentiated resources or tasks. There may have been a prior learning challenge, to help with specific lessons.	<b>Well-being Lead</b> We have a dedicated Well-being Lead whose role is to support the mental health and wellbeing of children and staff.
	<b>Continuous Professional Development (CPD)</b> To further staff's subject knowledge and skills, professional development is undertaken when required.	<b>Nurture</b> The six principles of nurture are woven throughout our curriculum. <ul style="list-style-type: none"> <li>• Learning</li> <li>• Wellbeing</li> <li>• Behaviour</li> <li>• Language</li> <li>• Safety</li> <li>• Transition</li> </ul>		
IMPACT	We strive to create a supportive and collaborative ethos for learning by providing a variety of opportunities to help children gain a coherent knowledge of understanding of each unit of work covered. Our curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on the progression of knowledge and skills, and discrete vocabulary progression also forms part of each unit of work. We measure the impact of our curriculum through monitoring methods and by carrying out teacher assessments at the end of every unit of work. EYFS checkpoint assessments are monitored at the end of each term.			

MONITORING METHODS	Pupil Voice	Evidence in knowledge	Evidence in skills	Outcomes
	Through discussion and feedback, children talk enthusiastically, and understand the importance of this subject. With their work as a prompt, children can talk about their learning.	Children can recall key information showing knowledge of their subject from which to build on further.	Children can demonstrate a range of skills and apply these appropriately in a wide range of contexts. Teachers' subject knowledge ensure that skills taught are matched to National Curriculum objectives.	At the end of each year we expect children to have achieved their academic potential, with the majority of children in line with National Age-Related Expectations. Some children will have progressed further and achieved above National Age-Related Expectations. Children who have gaps in their knowledge receive appropriate support.