

PSHE Curriculum Statement

2020 - 2021

Intent

At Alverton School, we believe that personal, social and health education (PSHE) needs to develop the knowledge, skills and attributes that our children need in order to help them to become well-rounded individuals who are able to keep themselves safe and healthy and are well prepared for life outside of the classroom. We want our children to feel empowered in their individual life-long journeys with high aspirations and ambitions and the confidence to know that they can achieve whatever they set their minds to. We aim to help children to understand how they are developing physically, personally and socially whilst tackling many of the moral, social, political and cultural issues that they may face in today's society.

Following our return to school in September 2020, we have needed to respond to the enforced absence due to the Covid-19 pandemic. We have a whole-school priority of children's mental health and wellbeing and have introduced our whole-school approach of Five Ways to Wellbeing. We are dedicating additional time to PSHE and to providing the children with any additional pastoral support they may need as well as increased opportunities to talk as needed. Health and fitness have been identified as an area for some of our children and additional daily exercise sessions are planned.

Implementation

At Alverton, we have chosen to follow the Go Givers scheme of work throughout the school. This scheme of work supports our school by providing topical resources to support PSHE, SMSC and Citizenship. Their online tools and teacher-created content engage children and facilitate the delivery of a broad, deep and relevant curriculum as well as ensuring that we cover the three areas of PSHE: relationships, living in the wider world and health and wellbeing. We are able to access many lessons to support pupils' personal development and nurture compassionate, active and engaged young citizens. The resources support Spiritual, Moral, Social and Cultural learning, including an understanding of fundamental British Values, and encourage pupils to recognise the positive role they can play in society.

In Key Stage 1 and Key Stage 2, we have used the Go Givers programme to create a rolling plan that links with our other curriculum areas (where appropriate) as well as addresses the issues and topics we feel our children need to focus on throughout the year. PSHE is specifically taught each week but circle time and other relevant activities also take place if and when issues and matters arise.

Every year, each year group from Year 2 to Year 6 undertake a series of RSE lessons based on the Christopher Winters materials. Parents are informed about when these sessions will take place and we offer advice and support where necessary.

Following on from our PSHE planning day where we addressed the new curriculum changes, each Key Stage has organised to hold one day a term where we pick up any objectives that we have struggled to fit into our weekly plans. In the Autumn Term we will hold a Health and Wellbeing Day, in the Spring Term we will deliver a Healthy Relationships Day and in the Summer Term we will hold a Life Skills Day. In the future, when hopefully things are back to normal, we will hopefully make these days wider community events where families can be involved and visitors can come in.

In addition to these sessions, the NSPCC deliver their Speak Out, Stay Safe programme. This aims to equip a generation of children with the knowledge and understanding they need to stay safe

from abuse and neglect. Children are taught to speak out if they are worried, either to a trusted adult or to Childline. Trained NSPCC volunteers and staff deliver an assembly and workshop with the help of a Speak Out Stay Safe mascot, Buddy the speech bubble. Pupils are taught in a lively, memorable and child-friendly way in an effective way to support our school's safeguarding duties and link directly to the curriculum. As the NSPCC are only able to visit every four years, we have also invited in another charity - Baranardo's - to deliver a similar program to ensure that this strong message is revisited. This is known as the Healthy Relationships Program (HRP). The programme has been commissioned by the local authority and Safer Cornwall Partnership.

Across the school, PSHE objectives are often met during project launches and final outcomes or Health and Wellbeing days. These days may involve team building, healthy eating sessions, focusing on the effects of physical exercise on our body and minds, mindfulness, online safety and many more.

In the EYFS, PSED is at the centre of our curriculum. Children are tracked from entry into Nursery and supported where needed to ensure happy, safe and secure children. Learning about each other's similarities and differences, behavioural expectations and sense of self worth are all delivered on a daily basis. Our environment ensures that children have plenty of opportunity to practice new skills such as working cooperatively and showing empathy towards others. Children who need additional support to settle into school are supported by a trained, Thrive to Five practitioner who works alongside the class teachers to ensure children are making progress towards their goals.

PSHE is, of course, more than discrete lessons. We ensure that pupils' social, moral, spiritual and cultural development is embedded across the curriculum. All staff are also always aware of children's wellbeing and happiness and every opportunity is taken to ensure that time is made available to help children resolve issues throughout the day.

Impact

Child mental health is a big focus for us at Alverton School and we have systems in place to ensure that every child gets the support that they need, with skilled practitioners working with our most vulnerable children and more widely as needed. Our PSHE sessions, as well as visits from outside agencies, have given the children a voice and across the school children know who they can turn to for support. Our pastoral support team takes referrals from teachers and other members of staff but our children recognise their emotions, know what behaviour is acceptable and know how to make a stand if they want to make a change. As well as children being able to seek support, they are taught strategies to deal with feelings and emotions through mindfulness, yoga and physical exercise as well as various other relaxation techniques. The children enjoy our Health and Wellbeing sessions and show a real curiosity and desire to find out more about the various topics that have been covered. We ensure that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. Following sessions run by Barnardos and the NSPCC, children feel empowered that they know how they can speak out and stay safe.

Our PSHE enables us to nurture a culture of knowing that every one of us is important and can have an impact on society. From representing their classes, to representing the school, from becoming a ranger to becoming a member of the Gold Force Team, we are building confident empowered young people with a desire to make a difference.

Pupils are provided with opportunities to understand how to be responsible and active citizens who contribute positively to society; following a visit to the Penzance Expo, our School Council was asked to visit a Cornwall Council planning meeting and share their ideas, some of which have been

put into place around the town; this also earned us a Healthy Schools Learner Participation Award. A topic covered in Lower Key Stage 2 was climate change: 'Are we Polluters or Protectors?'. The knowledge that they acquired during this topic, coupled with their ability to argue a case and stand up for what they believe, is something that these children have carried forward. During a Youth Speaks competition, a group of children spoke with passion and determination to a panel of rotarians and audience members about the effects of plastic pollution on our environment. Years 3 and 4 held an exhibition to which they invited members of the community, as well as local and national business representatives, and with the skills that they had learnt, they determinedly endeavoured to persuade our community to stand with them on making a difference winning a local award as a result.

Our children and staff value well-being, mental health and good citizenship. Through our curriculum, we believe that we prepare children for the next stage in their education as well as preparing them for the adult world.

With the implementation of our 'Five Ways to Wellbeing' as well as the new framework for PSHE, children are already talking confidently about their mental health and seeking support where necessary.