

What PSHE/RSE looks like at our school?	This is our philosophy:	This is what we plan to do:
<ul style="list-style-type: none"> • <i>To promote and support children to be healthy, active and lead fulfilling lives.</i> • <i>To allow children to positively learn how to cope with challenges, solve problems and handle risks.</i> • <i>To follow the recommended year group national PSHE curriculum.</i> • <i>To develop self-confidence, self-esteem and knowledge in order to lead a healthy lifestyle.</i> • <i>To lay the foundations for long term well-being and contribute to children's spiritual, moral, social and cultural development.</i> • <i>To learn about their responsibilities both as individuals and as members of groups and teams to develop relationships with others.</i> • <i>To show respect for their self and others in portraying responsible behaviours and actions.</i> 	<ul style="list-style-type: none"> • <i>To teach about rights and responsibilities of families and groups and ultimately as a healthy citizen.</i> • <i>To provide children with experiences about different groups and communities.</i> • <i>To respect equality and to be a productive member of a diverse community.</i> • <i>How to recognise risky or negative relationships including all forms of bullying or abuse.</i> • <i>To develop the importance of sex and relationships education as age pertinent set out in the RSE policy (2019).</i> 	<ul style="list-style-type: none"> • <i>Lessons may be taught discretely or as a block of lessons. Links with other areas of the curriculum are embraced to provide a more meaningful learning experience.</i> • <i>Develop and teach the PSHE national curriculum which identifies age appropriate knowledge.</i> • <i>Support children to value themselves, respect others, appreciate differences and diversity whilst understanding British values.</i> • <i>Develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking within the learning context of health and wellbeing, relationships and living within the wider world.</i> • <i>Teach and discuss that sex and relationships education develop essential skills and attributes, to help pupils develop the skills, knowledge and personal attributes they need to manage their lives.</i> • <i>To follow the draft policy for RSE per age related year group.</i> • <i>To deliver PSHE/RSE as and when required as different matters may arise during each academic year.</i>

This is what you might see:	This is how we know our children are doing well:	This is the impact of our curriculum:
<ul style="list-style-type: none"> • <i>Happy, confident and engaged learners.</i> • <i>Children maintaining a physical, mental, emotional health and well-being lifestyle.</i> • <i>Increased taught learning of self-esteem, resilience to others, controlled risk-taking, teamworking and critical thinking.</i> • <i>Children exploring and questioning the world, ethnicity and diversity around themselves.</i> • <i>Children able to respond positively to challenges, solving problems, handle risk-taking and development of self-confidence.</i> • <i>Individual, paired, group or whole class work.</i> • <i>High quality modelling of vocabulary and skills.</i> • <i>Children managing changes such as puberty, transition and loss.</i> • <i>Children making informed choices about health and wellbeing.</i> 	<ul style="list-style-type: none"> • <i>Children being able to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.</i> • <i>Children showing respect to equality/diverse community.</i> • <i>Listening to others and feedback</i> • <i>Photograph and video evidence</i> • <i>Displays of work</i> • <i>Observations.</i> 	<ul style="list-style-type: none"> • <i>Children who enjoy learning about the world around them and showing respect to equality and diversity within their society.</i> • <i>Confident learners who can discuss rights and responsibilities enquiry.</i> • <i>Showing respect for themselves and responsible behaviours towards others.</i> • <i>Children who can recognise risky or negative relationships.</i>

