



## **P.S.H.E./R.H.E. Curriculum Offer**

<b>Intent</b>	<p><b>Purpose:</b> Pupils will know how to stay safe and healthy and how to manage their academic, personal and social lives in a positive way and will understand the concept of economic wellbeing. Learning the British values and school behaviours ensures that pupils become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. In EYFS, Personal, Social and Emotional Development supports pupils' development by helping them interact effectively and develop positive attitudes. Pupils will learn about self-confidence and self-awareness, managing feelings and behaviours, and making relationships.</p> <p><b>Relationships:</b> School behaviours are referred to in all areas of the curriculum and all areas of school and home life. Cross-curricular links are made with Science, P.E. and Computing when learning about puberty, a healthy lifestyle and online safety.</p> <p><b>Impact:</b> Pupils will develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Pupils will be confident to express their own emotions and feelings and will show empathy and respect towards others. Pupils in EYFS will be able to listen to others and confidently follow class rules and school behaviours.</p> <p><b>Metacognition:</b> Class discussions and debates are held whereby pupils are encouraged to discuss a range of complex emotions and feelings whilst understanding that others may have different feelings and viewpoints from themselves. Pupils are encouraged to evaluate their own behaviours to ensure that they are following the school behaviours.</p> <p><b>Experiences:</b> Lessons are often based on real life scenarios and pupils are encouraged to consider how they would react in a given situation. Visitors come to Uplands to deliver a range of workshops such as anti-bullying and first aid. Assemblies are often based around themes such as friendship, forgiveness and tolerance. In EYFS, lessons are based on role-play and games focusing on others feelings and understanding the need to take turns.</p>
<b>Implementation</b>	<p>P.S.H.E./R.H.E. incorporates Living in the Wider World, British Values, the school behaviours and the statutory guidance on Relationships and Health Education.</p> <p>Key concepts are sequenced and repeated at an age-appropriate level at various points throughout a pupil's primary school life, building on prior learning and life experiences.</p> <p>P.S.H.E./R.H.E. is mainly assessed through pupils' understanding of key concepts and how they react in different situations in class discussions, verbal questioning and debates. A pupil will be considered to be GDS if they are able to understand and empathise with others' emotions and experiences and explain why others might feel differently to them.</p>



	<p>Key English skills such as reading and writing are used when recording learning and accessing new and key information. Oracy skills are practised throughout P.S.H.E./R.H.E. lessons, providing opportunities for pupils to discuss and share ideas in the form of group work, debates and hot seating.</p> <p>Subject leaders have a high standard of subject knowledge, support the teaching of their subject and ensure that staff feel confident to teach this area of the curriculum.</p>
<b>Impact</b>	<p>In EYFS, pupils take part in games whilst listening to others and can adapt their behaviour in different situations.</p> <p>Pupils can express their own feelings, emotions and beliefs, and recognise that others may have a different point of view.</p> <p>Pupils can implement their learning in their daily life and carry this through to adulthood, becoming a healthy, well-rounded, respectful and empathetic individual.</p>