



Cromwell Academy PSHCE Strategy Statement

At Cromwell Academy, PSHCE stands for Personal, Social, Health and Citizenship Education.

Intent

Our aim is to deliver a PSHCE curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more, and understand more about themselves and the things that have an impact them as people. As a result of this, they will become healthy, independent and responsible members of society who understand how they are developing personally and socially and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We do this by:

- Developing children's confidence in sharing their thoughts, feelings and opinions with others.
- Developing children's attitudes to become responsible citizens.
- Developing children's skills and attributes to keep themselves and others healthy and safe.
- Teaching children about different beliefs, religious and life choices, and to show tolerance and respect towards these.
- Building a safe, supportive, and non-judgemental environment, so that children can build positive and respectful relationships with others.
- Developing children's understanding of the British Values that underpin our society.

We have chosen the Kapow Primary's RSE/PSHE scheme of work to deliver a broad and balanced curriculum that covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including two lessons of non-statutory sex education. The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

Implementation

At Cromwell Academy, we follow the Kapow scheme of work to teach and support our pupils, which is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.

In addition, the teaching of PSHCE is interwoven into our school culture in a variety of ways, including:

- Weekly PSHCE lessons in every class from Reception – Year 6.
- Opportunities for visitors, such as the emergency services, to complement our PSHCE curriculum and offer additional learning.
- Weekly assemblies based on British Values, cultural awareness and The Cromwell Way.
- Whole-class discussions based on current news and global events.
- Drama and role-play opportunities for children to explore and discuss different scenarios and situations.
- At appropriate times in the year, we enhance our curriculum provision using themed weeks such as Anti-Bullying Week, Mental Health Week, Enterprise Week and International Week which focus on aspects of the PSHCE curriculum.
- Opportunities for PSHCE to be interwoven within other curriculum areas are adopted as much as possible.
- Children in Years 1-6 are part of the wider School Council, who have been voted in by their classmates.
- Outdoor learning encapsulates environmental awareness, respect and personal challenge.
- We promote positive mental health for every member of our school community by encouraging discussion, mindfulness, and reflection.
- “11 B4 11” experiences– 11 key life experiences that we offer all children to experience by the age of 11.
- PRO Pods encourage independent learning, resilience, collaboration and responsibility.
- Sports Leaders help to develop leadership skills and support the development of social skills.

Impact

We firmly believe that a meaningful PSHCE curriculum is the key to children becoming confident, tolerant, and well-rounded adults. Through the teaching of our curriculum, we expect pupils to be able to:

- Approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life.
- Build up tolerance and a sense of responsibility of being a global citizen.
- Understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.
- Keep themselves safe physically, mentally, and technologically.
- Develop positive and healthy relationship with their peers both now and in the future.

Assessment

Teachers will use both teacher judgement and pupil self-assessment to track children’s progress before and after each unit has been taught.

Self-assessment is a valuable tool for assessing children’s learning and progress in PSHCE. Children will assess their own knowledge and understanding of a particular unit before it being taught. They will do this again after the unit is taught, and they will be encouraged to reflect on their learning and give examples of their understanding when possible. Teachers will be able to measure progress and the learning that has taken place. Evidence of success will also be shown in the ways in which children run their everyday lives.

Teachers will report their assessments on Arbor on a termly basis, and children will be judged as “working towards”, “working at” and “working above” expectations. Teachers will therefore be able to track progress and identify any pupils who need further support.