

Personal, Social, Health and Emotional (PSHE) Policy Document

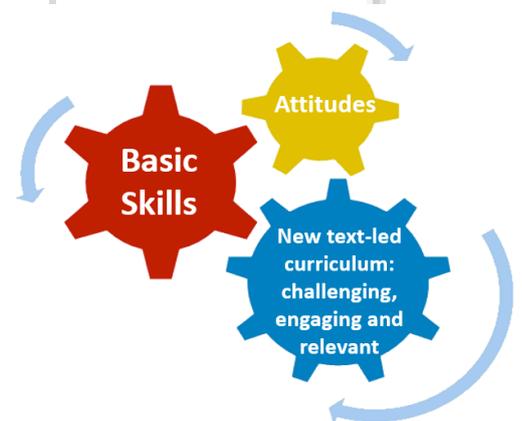
At Carnagill School, our curriculum is built around the attitudes and values of independence, curiosity, aspiration, commitment, kindness, and pride. Our school motto of 'Inspiring Bright Futures Together' demonstrates our commitment to developing the whole child so that they can succeed in life. Mental health and well-being is a key driver in restoring our school community after the disruption of the pandemic.

Intent.

At Carnagill School, we believe that the curriculum we offer our children will:

- Respond to the shifting needs of our changing and diverse community.
- Have high quality and engaging learning opportunities.
- Be practical, flexible and provide real life experiences.
- Develop the whole child – social, emotional, moral, and spiritual development.
- Promote positive well-being and develop resilience and emotional regulation.
- Develop an understanding of their place in their community and in the world.
- Be knowledge and skills based which will prepare the children for life.
- Create a lifelong love of learning.

Our curriculum:



Carnagill Community Primary School

Intent, Implementation and Impact

The intent of our PSHE curriculum is to deliver a 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. As a result of this they will become healthy, independent and responsible members of a 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.

At Carnagill Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community. Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Basic Skills and Attitudes across the Curriculum

The quality of education is underpinned by:

Basic Skills	Attitudes
Talk	Independence
Vocabulary	Curiosity
Handwriting	Pride
Spelling and grammar	Aspiration
Arithmetic (as appropriate)	Commitment
	Kindness

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Intent

At Carnagill Community Primary School, the intent of our PSHE curriculum is to:

- ensure all children are valued.
- ensure children have a sense of belonging and feel safe.
- let children feel they can talk openly with trusted adults about their problems without feeling any stigma.
- promote and value positive mental health.
- allow the children to develop learning and acquire new knowledge and skills which enables them to access the wider curriculum.
- prepare children to be a global citizen now and in their future roles within a global community.
- ensure children will know how to be safe and to understand and develop healthy relationships both now and in their future lives.
- allow children to ask and answer questions in a thematic based approach to help them think about their lives and those around them.

Implementation

Curriculum design:

- **The Key question** – what are we learning about today? How will it make us feel? What can we learn from this lesson?
- Contract of agreement – children can speak freely without feeling judged, undervalued, or disrespected. Information shared throughout the lesson is to be listened to and acknowledged by all.
- Review and Recap - Review most recent learning in PSHE.
- **Vocabulary** - Specify key vocabulary to be used and its meaning.
- **Teaching** - Provide relevant and realistic information, which reinforces positive social norms. Provide opportunities for the children to work interactively with the teacher acting as the facilitator.
- **Knowledge** - Provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- Individual reflection on the learning that has taken place – link back to The Key Question at the start of the lesson.

Impact

Children will:

- remember and recall key learning and vocabulary from PSHE lessons.
- recognise and apply the British Values of Democracy and Tolerance, Mutual respect, Rule of law and Individual Liberty.
- recognise and apply the six attitudes of our school – kindness, pride, aspiration, curiosity, independence, and commitment.
- demonstrate a healthy outlook towards school, their peers and life choices.
- develop positive and healthy relationship with their peers both now and in the future.
- will understand the physical aspects of growing up, body changes and RSE at an age-appropriate level.
- show respect for themselves and others.
- have positive body images.

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Expectations

Year 1

To know what right and wrong/fair and unfair	
To talk about what they like/dislike	To know how to be safe and recognise stranger danger.
To make and explore positive relationships	

Year 2

Make responsible choices and consider consequences to their actions.	
Begin to develop strategies for controlling emotions/feelings	To recognise how to stay safe, both in person and online
Recognise feelings of empathy, caring and show respect, understanding and tolerance to others.	

LKS2

Recognise what they are good at and set their own targets.	
Share their opinions in a respectful way to others.	Make simple choices to improve health and well-being, including hygiene, healthy eating and road safety.
Recognise how both negative and positive behaviour of theirs affects others around them and that their actions can have consequences.	

UKS2

Recognise and understand key vocabulary such as rights, responsibilities, empathy and tolerance.	
Accept a difference of opinion amongst others and discuss and debate these in a dignified way.	Build positive, healthy relationships with peers and adults.
Make informed decisions after listening to others and explain their own opinions.	