



## PSHCE at Essex

### Intent

Valuing each others' similarities and differences is at the core of the PSHCE curriculum which came into effect from September 2020 and aims to help pupils to:

- Achieve their potential by supporting their wellbeing, tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships
- Develop the knowledge and skills they need to keep themselves healthy and safe
- Become more tolerant, resilient and respectful of themselves and each other despite their differences
- Prepare for life and work in modern Britain
- Become well-rounded 21<sup>st</sup> century global citizens.

The Essex Curriculum's 'Big Ideas' link closely to the core themes and topics of the PSHCE curriculum and British Values, making learning purposeful and relevant to pupils so they have a balanced view of the world as a whole and how they, as individuals, can make a difference.

### Implementation

The PSHCE curriculum, including a clear progression in RSHE, is implemented through taught lessons, assemblies, national campaigns, community events and through working towards becoming a Rights Respecting School. Pupils are taught about positive choices. This is reinforced through our positive behaviour system and through sequences of lessons that link to issues within the world, community and pupils' lives. Through exploring our curriculum 'Big Ideas', there are many opportunities for pupils to discuss and debate issues, making links to learning across the subjects. Focus units tying in with National campaigns, e.g. Anti-bullying week, have given clear progression and focus on areas of importance.

The progression of skills map ensures the core themes, topics and skills are developed throughout pupils' learning journey at Essex. Through implementing the curriculum drivers, we are enabling pupils to build relationships; understand and self-regulate their emotions and feelings; process and share experiences; engage in moments of enjoyment and achievement; develop physical health and wellbeing routines; to be positive and optimistic about the future and life's possibilities.

### Impact

Pupils are confident when talking about their own feelings; they reflect and understand how others may feel in different situations. They develop resilience to cope with new situations more confidently, using a variety of appropriate strategies. Pupils make appropriate choices and understand the impact on them and those around them. They are respectful and tolerant of each others' differences, building positive relationships. Pupils demonstrate empathy towards each other, especially when trying to resolve conflicts or coming up with solutions when supporting each others' well being. Pupils can take ownership of their learning, and wider school life, by making suggestions and sharing ideas, e.g. within school council meetings. They recognise the importance of having a healthy lifestyle and have a clearer understanding of ways to stay safe, e.g. online, personal safety, road safety and cycle training.

### Enrichment

We celebrate 'Harvest', 'Anti-bullying Week', 'Odd Socks Day' and 'Walk to School Week', along with many of the UN observance days. Pupil voice is initiated by our school council with representatives from across the school. We participate in the 'Rights Respecting Schools' programme with our own steering group made from our school council. An 'Eco Warriors' group has been created by pupils in Year 4. KS 2 pupils get the opportunity to participate in 'Bikeability' cycle training.