



## Statement of Curriculum Intent - PSHE

### The Big Ideas / Key Concepts for PSHE are

- Relationships
- Respect
- Responsibility
- Risk

**The overarching aim of the PSHE curriculum at Duxford CofE Community Primary School** is to nurture and develop well-rounded global citizens who are able to form effective and meaningful relationships with others in order to make a positive contribution to society.

### Our aim is that children leave this school:

- With self-respect, self-esteem and self-assurance.
- Mentally and physically healthy, with an awareness of how to maintain and develop these states of being.
- Well-equipped to deal with the challenges inherent in modern life.
- With a respect for all.
- Aware of how their bodies and mind have changed and developed and how they will continue to change.
- Assertive in their interactions, including the confidence to say no.
- Knowing where or who to turn to if they are experiencing difficulties or problems.
- Confident in managing and taking risks.

### The curriculum coverage ensures this by:

- Using a holistic approach that builds on prior learning and the needs of the individual child.
- Focusing upon the four key concepts (as outlined above).
- Allowing scope for discussion and collaborative activities that can explore the fundamental concepts behind PSHE education.
- Making links with the local and wider community.
- Ensuring that all children have the opportunity to express their opinions concerning potentially sensitive issues and learn from others in a safe and respectful environment.

**Teaching should** ensure that there is a regular review of prior learning at the start of each lesson. Key vocabulary should be actively taught and definitions learned by children and these should be displayed in the classroom. Lessons should be planned so that children learn important information in a logical sequence and that lessons are learning not 'doing'. Teaching should be supported by trips, visits and real experiences wherever possible and these should be placed towards the middle/end of the teaching sequence, once knowledge has been learned. Wherever possible, children should be facilitated to see real examples of what they are learning about, and if this is not possible, video, audio clips, photographs and drawings should be used.

**Progression through the subject** is planned to ensure that the content of the National Curriculum is taught in a logical way that builds on previous knowledge and skills.

**Curriculum progression is as follows:** See subject curriculum implementation.

**We ensure that this curriculum links with other areas of curriculum** by providing experiences and opportunities that both support and develop knowledge, language and skill.