

PSHE at Southover School

Our PSHE Curriculum gives children a range of opportunities for personal development and reflection through the National Curriculum and supported through Schemes of Work provided Kapow Primary. This is enhanced through Brighton and Hove School's PSHE network and external providers such as Stonewall and an intent for achieving Healthy School Award Status.

Intent

We want children to feel safe and secure to share their feelings and thoughts. Adults are equipped with the correct knowledge and language to respond and support children appropriately. PSHE is taught discreetly at least once a week following the Kapow Primary Scheme of work. The subject is also woven throughout the curriculum at Southover School, giving opportunities for children to make links and discussions for personal development and reflection. At Southover, our curriculum is supported by Kapow Primary, which develops fully-rounded children who are healthy, sociable and emotionally literate. It covers key concepts and skills to help fulfil our statutory responsibility to support pupils' SMSC (moral, social and cultural) education, focusing on Health and Wellbeing, Relationships and Living in the Wider World. Our curriculum prepares children for life in modern Britain today. It also helps pupils develop and apply skills and attitudes to allow them to become full and active citizens in our wider global community. In addition, we use Empowerment Approach, a research based approach to support children to develop their own skills for dealing with situations that can arise in the classroom, play ground or home.

Implementation

PSHE is taught explicitly once a week following statutory guidance as well as confidently adapting lessons to children's needs. PSHE is planned for and taught through the PSHE scheme of work provided by Kapow Primary. We provide relevant resources for teachers to use, such as books, videos, website links, power points and work sheets. Alongside this, teachers will also build on PSHE learning in other lessons taught through the curriculum and develop pupils understanding through the themes and topics that they teach across the core and wider curriculum. In addition to this, staff will draw on other opportunities to address aspects of the PSHE curriculum, for example, through circle time, nurture, the outdoor classroom and assemblies. We want to give the children voice and a feeling of belonging and safe. We will achieve this through the use of the Empowerment Approach and the use of bubble boxes. Teachers will use teacher assessment to inform future planning and tailor lessons to meet the needs of their class. Teachers will approach the following topics:

- My Feelings
- My Body
- My Relationships
- My Beliefs

- *My Rights and Responsibilities*
- *Asking For Help*
- *School Specific Topics*

Impact

The aim for the PSHE curriculum is to ensure that children are offered learning opportunities and experiences which reflect pupil's increasing independence and physical and social awareness as they progress through the primary phase. Children need to be provided with the skills and knowledge to be able to create effective relationships and manage personal safety. The curriculum supports children in managing physical and emotional changes amongst themselves and their body; introduces them to a wider world; and enables them to make active contributions within their communities. We demonstrate commitment to supporting all children to grow up healthy, happy and safe and to provide them with the knowledge they need to manage opportunities and challenges in modern Britain.

PSHE has a strong status within our school and children understand the value and importance of their mental and physical well-being.

At Southover, we believe every child should be heard, listened to and respected. This means ensuring that explicit time and tailoring is given to each PSHE lesson that is delivered to ensure that children's needs are met. There must be a mutual respect between children and adults when sharing information and each child should not be forced or probed to respond in situations such as circle time, if they do not feel comfortable to do so. Children should always be given time to reflect on what they have learnt or their existing knowledge on a topic and can choose how they wish to do this whether be using their reflection journal or sharing with peers.