



Curriculum Statement: PSHE and RSHE

'Never look down on anyone, unless you're helping them up.' Jesse Jackson

The Courtwood Curriculum Intent and Offer

<p>National Curriculum: Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points.</p>	<p>Inclusion: Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential.</p>	<p>Nurture: Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being.</p>	<p>Outdoor Learning: Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future.</p>	<p>Responsibility: Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society.</p>	<p>Enrichment: Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning.</p>
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Intent, Implementation and Impact in PSHE/RSHE

<p>Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)</p>	<p>Implementation (What will this look like in the classroom?) <i>*school focus – retrieval & vocabulary</i></p>	<p>Impact (How will this be measured?)</p>
<ul style="list-style-type: none"> For all children to understand they have a right to feel safe and happy; the responsibility to develop themselves to understand and respect differences between people and to know who to ask for support if they need it. Children will develop an age-appropriate understanding of vocabulary related to PSHE/RSHE, which enhances their understanding and ability to explain and reason. To help prepare pupils for their adult lives, teaching them how to engage with society and providing them with plentiful opportunities to do so. 	<ul style="list-style-type: none"> SCARF Programme of Study is used to deliver learning in line with the National Curriculum expectations for PSHE and RSE. A Programme of Study for Pupils with SEND is also used to support children in our ELP. Zones of Regulation is taught to all children across the school as a curriculum for managing emotions. This is referred to and used in all areas of the school provision and by all school members of staff. Key vocabulary is explicitly taught to children as part of quality-first teaching. Vocabulary is clearly modelled on knowledge organisers. Knowledge Organisers are used to support children's understanding and retrieval of the key 	<ul style="list-style-type: none"> Children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding. Children will have a range of strategies to support them in managing big emotions that they can use both inside and outside of the school setting. Children's interactions will be kind and respectful. Learning will be recorded in whole-class floor books, designed to capture a snapshot of class responses, work and discussions. Children will demonstrate understanding of British Values through their actions.



COURTWOOD PRIMARY SCHOOL

Nurturing Knowledge;
Learning for Life.

Respect Resilience Aspiration Kindness

<ul style="list-style-type: none"> • Children to understand how to be effective members of their local and wider communities, making a positive difference as a global citizen. • To develop children’s understanding of the fundamental British Values. • To expand children’s Spiritual, Moral, Social and Cultural development (SMSC) • For all children to have opportunities beyond the academic curriculum, to develop their interests and access a rich set of experiences. • For disadvantaged pupils to consistently benefit from opportunities provided by the school to broaden their personal development. 	<p>knowledge, vocabulary and support organisations available. They also aim to help children know more and remember more.</p> <ul style="list-style-type: none"> • Children’s behaviour will be tolerant of each other, demonstrate empathy and show respect to others during lessons. • Assemblies take place weekly to the whole school which promote and reinforce the PSHE curriculum, including British Values and SMSC. • Authentic learning links are made to the wider curriculum, that revisit and help secure in long-term memory, the PSHE curriculum (e.g. the theme of ‘identity’ through the portrait strand in art; ‘health and nutrition’ through DT). • Foundational knowledge is explicitly planned for, to fill gaps in children’s cultural capital and ensure children have a broad range of experiences of the world, to be able to make sense of new learning and build existing schema. This happens across the wider curriculum (e.g. ERICs in Guided Reading, art lessons) • Displays in classrooms and around the school reinforce learning from the PSHE curriculum. 	<ul style="list-style-type: none"> • Pupil attendance at Courtwood will be at least in line with national expectations. • Incidences of bullying, racism, online safety breaches and other negative behaviours will be minimal. • Courtwood children will be resilient in their learning, have high aspirations for themselves and others and will build their self-confidence to ensure they can achieve good outcomes in all curriculum areas. • Increased pupil health and well-being will decrease/remove barriers to learning and improve the life chances of our most vulnerable and disadvantaged children.
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Statutory PSHE/ RSHE Curriculum Summary

EYFS (Reception)	KS1 & KS2		
<p>Personal, Social and Emotional Development (PSED)</p> <ul style="list-style-type: none"> • Making relationships • Self-confidence and self-awareness • Managing feelings and behaviour <p>Physical Development (PD)</p> <ul style="list-style-type: none"> • Health and self-care 	<p style="text-align: center;">Autumn 1: Me and My Relationships</p> <ul style="list-style-type: none"> • Bullying • Friendships • Recognising feelings • Safe & unsafe touch 	<p style="text-align: center;">Spring 1: Keeping Safe</p> <ul style="list-style-type: none"> • Safe & unsafe secrets • Appropriate touch • Medicine safety • Online safety • Drugs and risks 	<p style="text-align: center;">Summer 1: Being My Best</p> <ul style="list-style-type: none"> • Looking after my body • Growth mindset • Goal setting • Managing risks



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<p>Understanding the World (UtW)</p> <ul style="list-style-type: none"> • People and communities • The World • Technology 	<p>Autumn 2: Valuing Difference</p> <ul style="list-style-type: none"> • Being kind & helping others • Challenging stereotypes • Prejudice and discrimination • Celebrating differences 	<p>Spring 2: Rights and Respect</p> <ul style="list-style-type: none"> • Cooperation & self-regulation • Media influence • Decisions about spending money • Caring about community & environment 	<p>Summer 1: Growing and Changing</p> <ul style="list-style-type: none"> • Life cycles • Dealing with loss • Body changes in puberty • Relationships & marriage • Body image & self esteem
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Personal Development

Our curriculum provides for the personal development of all pupils and extends beyond the academic PSHE & RSHE curriculum. We aim to help prepare pupils for their adult lives, teaching them how to engage with society and providing them with plentiful opportunities to do so. These include:

Our **School Values** of *Respect, Resilience, Aspiration* and *Kindness* underpin everything that we do as a school and all interactions between different school stakeholders within the school environment.

Our Enhanced Learning Provision (for 16 children with ASD): The ELP is an integral part of our school. While functioning as a discrete unit, children can access mainstream lessons as appropriate. As well as core curriculum lessons, children focus on social and life skills, including visits to the local café to practise safe travel, using money and interacting with others in the community.

Nurture Provision is provided as a separate aspect of our school. Although all children can access, most who do have been referred for a specific need and receive targeted support to help them develop skills in areas such as self-confidence, anger management, understanding feelings, developing resilience, listening and making friends. Our Sunshine groups target these skills and allow children freedom and space to learn to respond appropriately, enabling them to remove barriers to their learning. Interventions such as Partners in Talk, Emotional Literacy Support (ELSA), Drawing and Talking and Young Carers are also run. Children can access our nurture breakfast provision. During lockdown, this support has continued via virtual sessions. Our visiting Reading dog supports children to develop their empathy and

Y6 transition aims to prepare our eldest children for a successful transfer to their secondary schools. Our Year 6 residential to Sayers Croft is held at the start of Year 6, to encourage children to develop their independence away from home and give them confidence for the rest of Year 6, in their abilities to cope, adapt and work independently. Attendance at The Whitgift Primary Project gives pupils the opportunities to begin to experience travel to and from school on public transport, the environment of a secondary school and the structure of a typical secondary school day/timetable. Children have taster days at their new high schools and work is done in class in summer term to support this transition. Visitors to school are targeted to support pupil's skills in the wider world, such as safe independent travel (TfL) and first aid.

The **DT curriculum** incorporates cooking and nutrition in all classes and ensures children can progressively develop their basic cooking skills, developing a life skill that enables them to feed themselves and others affordably and well, now and in later life. This is complemented by using our **Edible Playground** to plant, grow and harvest fresh produce, which can be used within cooking and nutrition lessons.

Our **PE curriculum** promotes mental and physical health and wellbeing, supporting pupils to know how to lead healthy active lives, now and in the future. Children across the school are offered opportunities to compete in sport and other activities to build character and help embed values such as fairness and respect, with competitive football and netball leagues entered annually, as well as one-off events such as gymnastics, tag rugby and festivals.



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Children in every year group can develop performance skills by being involved in a **play**/class assembly. This promotes teamwork, moral support, risk-taking and confidence building among other skills, and allowing some children to discover life-long passions and talents that they will enjoy into adult life.

Daily **assemblies** promote themes including British Values, SMSC and events and celebrations. Visitors from charities, organisations and religious settings lead assemblies regularly, expanding the children's knowledge and understanding of different faiths, communities and worldwide events.

We use our outdoor space to be able to incorporate outdoor learning opportunities throughout the curriculum. **Forest school** sessions are run for particular year groups and allow the children to develop self-confidence, team-building and problem-solving skills and learn to take risks within a controlled environment. Children are also challenged to try new things such as lighting a fire, using tools and using natural resources to enhance their learning. Forest school also gives pupils the opportunity to prioritise their mental health and wellbeing.

Children are given the opportunity to **fundraise** for a variety of charitable causes throughout the year, understanding the differing reasons for doing so. Recent charities supported include the NSPCC, Winston's Wish, Duchenne UK, Save the Children and National Autistic Society. Children and families also participate in fundraising as part of the PTFA and are able to see how by contributing to the wider life of the school they are able to gain something back to supplement their opportunities at school. In recent years, children from Courtwood have also participated in carol singing at Selsdon Community Hall and for the local community at St John's Church.

We promote and look after children's **E-Safety** through regular lessons as part of our PSHE and computing curriculums, as well as dedicated assemblies. Children have also attended workshops run by visitors that address common issues such as safe online behaviours, social media and gaming.

Extra-curricular activities are offered routinely and provide children with opportunities to develop their skills and understanding, as well as open up the world to them through new experiences. Recent activities have included bridge building (careers), STEM challenges, RockSteady and local area trips learning about the local community. Virtual Tours of Art Galleries are planned into the curriculum to develop pupils cultural and social awareness. Our children also take part in the Croydon Festival Junior Choir at Fairfield Halls.