


## Curriculum Statement for PSHE

<b>Intent</b>	<p>Our overarching aim is to equip pupils with the key /core knowledge that they can build on through their future learning.</p> <p>At Brookfields school we aim to create a climate in which pupils use PSHE with purpose and enjoyment through learning opportunities that are motivating and meaningful and where skills and experiences are acquired in a flexible manner, where knowledge and attributes gained will support their own, and others', wellbeing and attainment and help them to become successful and happy adults who make a meaningful contribution to society.</p> <p>The curriculum supports children to make connections between areas of learning which relate to developing independence and key skills for life, that promotes communication, independence and the development of self-help skills.</p> <p>The scheme will support pupils to reflect on their experiences and understand how they are developing socially, emotionally, morally, spiritually and culturally. This will support them to live healthy, safe fulfilled and responsible lives. Pupil's mental and emotional wellbeing is promoted and supported through individual programmes, group sessions and embedded into the ethos of the school through the nurture schools principals.</p> <p>The following key areas underpin our 'PSHE' curriculum.</p> <ul style="list-style-type: none"> <li>○ Develop skills for life that promote healthy and independent lives.</li> <li>○ Be able to demonstrate that they recognise their own worth and that of others and identify positive ways to face new challenges.</li> <li>○ To understand how to express their views and listen to and show respect for the views of others.</li> <li>○ The ability to make choices about how to develop healthy lifestyles.</li> <li>○ The ability to identify some factors that affect emotional/mental health and well-being.</li> <li>○ Ability to identify different types of relationships and show ways to maintain good relationships.</li> <li>○ Learn about topical issues, problems and events.</li> <li>○ Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules.</li> <li>○ Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices.</li> <li>○ Show an appreciation of the diversity of religious, and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society.</li> <li>○ Understand the meaning of the British Values and how these support harmony within their own and wider communities.</li> <li>○ How the impact of spiritual, moral, social and cultural is embedded into the school ethos.</li> </ul>
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<b>Implementation</b>	<p>The teaching and learning of knowledge is carefully planned, sequenced and delivered to allow pupils maximum opportunity to learn, consolidate and expand their understanding. Teaching is of a very high quality and is informed by rigorous assessment practices whilst maximising available resources and opportunities.</p> <p>The scheme of work forms the basis of planning for PSHE. The scheme is formed from EQUALS and SEAL units, SMSC principles and the National Curriculum.</p> <p>Brookfields holds the Unicef UK Rights Respecting Schools Award (RRSA) and continues to embed the UN convention of the 'Rights of the Child' within the school's ethos and culture.</p>		
<b>Pathway</b>	<i>Early Learners The EYFS</i>	<i>The Explorers KS1 &amp; 2</i>	<i>Adventurers KS1 &amp; 2</i>
<b>Long Term Plan &amp; Links -scheme, RSE, SMSC and British Values.</b>	<p>Making relationships.</p> <p>Self-confidence and self-awareness.</p> <p>Managing feelings and behaviour.</p> <p>The Early Years Foundation Stage Framework</p>	<p>PSHE skill development</p> <p>Independence skills</p> <p>Dressing skills</p> <p>Feeding skills</p> <p>Self-help skills</p> <p>Healthy Eating &amp; diet</p> <p>Physical Development/gross motor/fine motor.</p> <p>Sensory Diets</p> <p>Mental health and wellbeing</p> <p>Behaviour for learning</p> <p>Early reading skills.</p> <p>Managing feelings</p> <p>Self-confidence and awareness</p> <p>Occupational Therapy</p> <p>All about me/families and people who care for me/respectful relationships</p> <p>Similarities and differences/caring friendships/respectful relationships</p> <p>Choices and consequences/Respectful relationships</p> <p>The needs of others/Caring friendships/families and people</p> <p>Keeping my body healthy/Physical health and fitness/healthy eating</p> <p>Naming body parts/sex education</p> <p>Dealing with my feelings/Mental well being</p> <p>Being a friend/Caring friendships/respectful relationships</p> <p>Family and school/Families and</p>	<p>Routines</p> <p>Personal hygiene</p> <p>Dressing</p> <p>Self-help skills</p> <p>Feeding</p> <p>Cooking for myself</p> <p>Food group</p> <p><b>Social</b></p> <p>Sharing</p> <p>Turn taking</p> <p>Waiting</p> <p>Social cues</p> <p>Friendships</p> <p>Working with others</p> <p>Playing and initiating play</p> <p>Safety and danger</p> <p>Road safety and danger</p> <p>Transport</p> <p><b>Emotional</b></p> <p>CHESS- Behaviour for learning</p> <p>Emotional literacy</p> <p>Taking responsibility towards other/respectful relationships</p> <p>Staying Safe/internet safety and being safe</p> <p>Rules</p> <p>Topical issues</p> <p>Playing and learning together/Respectful relationships</p> <p>Safety in the community</p> <p>Recycling</p> <p>Growing and changing/sex education</p> <p>Resisting pressure to do wrong/Respectful relationships</p> <p>My special day/families and people who care for me</p>

		people who care for me My community/Respectful relationships The local environment/Respectful relationships Keeping myself safe/Internet safety Safety and medicines/Being safe/health prevention Being part of a group/respectful relationships Being safe/Being safe/internet safety	Being aware of my ability/mental well being Friends/caring friendship Global issues Valuing money Democracy Racism, teasing and bullying/internet safety and online Medicines and how to stay safe/physical health and fitness/healthy eating. My family/families and people who care for me Knowing how I am changing/sex education Respecting privacy/Online relationships/being safe/internet safety.
<b>Resources</b>	PE Hall Light room Soft play area PSHE cupboard	School nurse Family support worker PSHE cupboard Schools Occupational Therapist	School nurse Family support worker PSHE cupboard Schools Occupational Therapist
<b>Specialist Provision</b>	Teaching teams Play based learning	Developing social communication(SALT) Supporting sensory processing difficulties(O.T)	Follow the semi-formal curriculum and access the range of subjects modified in the light of their development level
<b>Cross Curriculum links</b>	Understanding the world Technology People and communities Exploring and using media and materials. Listening, speaking Reading/Writing	Speaking/listening and attention Early reading Early writing Thinking and problem solving Enquiring Exploring my world Exploring technology RE	Listening Speaking Reading/writing Using and applying Understanding the world Behaviour for learning RE History
<b>Enrichment</b>	Educational visits Swimming Outdoor areas	Educational visits Swimming Outdoor areas After school clubs (KS2)	Educational visits Swimming Outdoor areas After school clubs (KS2) Girls group

<p><b>Impact</b></p>	<p>As a result of the well-considered curriculum, high quality teaching and assessment and individualised approaches pupils achieve exceptionally well. Pupils develop knowledge and skills at a level appropriate to their development alongside all of the other qualities that we strive for all children to learn whilst on their learning journey at Brookfields.</p> <p>The subject leader monitors teaching and learning, reviewing progress through BSquared, IEP's, auditing resources, implementing and reviewing the subject policy. Our assessment systems enable teachers to make informal judgements about the progression of the children's learning.</p> <p><b><u>The Explorers</u></b></p> <p>Work towards developing the prerequisite skills required to access the semi-formal curriculum</p> <p><b><u>The Adventurers</u></b></p> <p>Follow a personalised pathway which links to individual interests. Pupils will engage in subject specific learning.</p> <p>National Curriculum and skills coverage will be monitored by subject leaders through medium and long term planning scrutiny and regular staff meetings. Scrutiny of subjects will also be provided during lesson observations, learning walks and termly moderation meetings in conjunction with the Leadership team and Academy Councillors.</p> <p><b><u>Pupil/Parent voice</u></b></p> <p>Parents have opportunities to comment on progress throughout the year and some of the comments are as follows: "What a brilliant year. We are over the moon with his progress. Jack loves going to school which is a true sign of progress. His speech is amazing us every day and his anxieties are easing all the time. Thank you all." (Reception parent)</p>  <p>All children have varied opportunities to learn and play alongside each other, building on skills for life such as communication, understanding, social skills, moral learning and emotional resilience. Pupil voice is sought through lesson based activities, nurture based activity, interventions, through use of external professionals such as our Speech and Language Therapist and At Therapist and via the School Council and RRSA Forum.</p>
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