



Coleman Primary School

PSHE curriculum statement

Personal, social, health and economics (PSHE) education is an important and necessary part of pupil's education. Topics that are covered include: beginnings and belongings, relationships, emotions, anti-bullying, healthy lifestyles, financial capability, managing risk and safety, identity, diversity and communities, drug education, managing change, rights, rules and responsibilities, and relationships and sex education (RSE).

Intent (Why do we teach what we teach?)

At Coleman Primary School we follow the Cambridgeshire Personal Development Program, so that our learners can develop themselves intellectually, morally, socially and spiritually. They will acquire skills and knowledge they need to keep themselves physically and emotionally healthy and safe. They will flourish regardless of background, ability and additional needs, to become the very best version of themselves they can possibly be.

Implementation (How do we teach what we teach?)

At Coleman Primary School a clear and comprehensive scheme of work is used in line with the National Curriculum (Cambridgeshire Personal Development Programme). The core learning themes include myself and my relationships, citizenship, healthy and safer lifestyles. It also incorporates the SRE (sex and relationship education) policy and identifies links to British Values and SMSC (spiritual, moral, social and cultural development). In EYFS well planned carpet sessions and continuous provision activities enable the PSED content to be delivered. In KS1 and KS2 PSHE is taught through weekly lessons that follows the scheme, alongside the flexibility when occasions arise that teachers feel necessary to teach PSHE as a result of an issue arising in their own class. Cross-curricular links are planned for and allow children to deepen their understanding of PSHE across the curriculum, including technology safety in Computing, the role of money in Maths, and how historical figures have actively brought about positive changes in History lessons. Assemblies, themed days, visits and visitors also support our PSHE learning.

Impact (What has been the impact and how do we know?)

The PSHE/RSE work delivered at Coleman Primary School is evidenced by the respectful, confident, tolerant and independent pupils that leave us at the end of Year 6. Coleman Primary School uses a range of strategies including Restorative Approaches and Walkthrus to support the pupils' behaviour, attitude and demeanour, around school, within lessons and during break and lunchtimes, and in the wider community. This demonstrates the respect, tolerance and aspirations that our pupils have for themselves and their each other. Coleman Primary School prepares pupils to leave in Year 6, ready for the next step in Secondary School so that they can demonstrate the skills, knowledge and understanding that they have developed during their time in Primary Education. This in turn provides the building blocks for successful adulthood.

Our pupils at Coleman Primary School reflect the diverse and vibrant Leicester Community. We equip them with the skills and knowledge to prepare themselves for the ever changing face of modern Britain.

We help them to have an awareness of another person's point of view, another person's experience of life and to help them to build a community based upon tolerance and respect. We measure the impact of PSHE through regular monitoring. This is completed through subject dives, work scrutiny (book looks) and pupil voice. Areas for development and targets for an action plan are discussed collaboratively with staff, subject leaders and the Senior Leadership Team. Coleman Primary School also collaborates with colleagues from other schools from the Development Group East to help moderate and celebrate best practice.