

## Curriculum statement for the teaching and learning of PSHE and SRE

“Learn from yesterday, live for today’ hope for tomorrow. The important thing is not to stop questioning” – Albert Einstein

### INTENT

At Porthleven School we aim to offer a high-quality PSHE and SRE education that shows our commitment to developing well-rounded, confident and responsible individuals. Our PSHE and SRE curriculum refers to the culture of the Porthleven Way by linking its affirmations and values to our learning: We are **safe**, we **belong**, we are **responsible**, we **learn** and we **can**. Our curriculum supports children’s emotional, social and physical development, preparing them for the challenges and opportunities of both school life and the wider world. By working with the values of the Porthleven Way, our children grow not only in knowledge, but in character – becoming respectful, responsible and compassionate members of both their local community and the wider world.

#### We are Safe

Creating a safe and supportive environment is fundamental to the effective teaching of PSHE and SRE. We foster open, respectful, and non-judgemental spaces where pupils feel confident to express their thoughts, ask questions, and discuss sensitive topics without fear of embarrassment or judgement. Clear ground rules, trusted adults and age-appropriate content ensure that children feel emotionally secure during their lessons.

#### We Belong

Our curriculum promotes a sense of belonging both within our school community and in the wider world. Through learning about diversity, inclusion, and respect for others, pupils understand that every individual is unique and valued. We celebrate differences, encourage empathy, and help children build and maintain positive relationships based on mutual respect, kindness and understanding. It is important to develop an understanding of the wider world such as diverse Britain, celebrating women in history: Traditional Roles and understanding British Values: Democracy, Law, culture, parliament, liberty and freedom of speech. It should inspire pupils’ curiosity and teach them an understanding and respect of different cultures.

#### We are Responsible

PSHE and SRE play a key role in developing responsible, reflective individuals. We teach pupils to make informed decisions, understand the consequences of their actions, and take responsibility for their own health, wellbeing and relationships.

#### We Learn

We want our PSHE curriculum to teach children relevant and vital life lessons to be better prepared to deal with life’s challenges. We believe pupils need to learn about resilience by working through problems from making mistakes, adapting to change, positive growth mindset and recognising and controlling anger. Pupils should understand how their bodies grow and change. How they look after their bodies: exercise, food, sleep to support their mental health and keep themselves safe online and in their everyday lives. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects.

#### We Can

We believe that every child can thrive in understanding themselves and the world around them. By fostering a growth mindset, we help children build self-esteem, develop coping strategies, and believe in their own potential.

## IMPLEMENTATION

### Curriculum Design:

Learning in PSHE and SRE is taught weekly throughout the year. The sequence was specifically developed to allow for knowledge and skills to be introduced and revisited across EYFS, Key Stages 1 and Key Stage 2. This essential knowledge is categorised into the core themes of Health and Wellbeing, Relationships and Living in the Wider World. Our SRE, Drugs and alcohol curriculum is tailored to the age and physical and emotional maturity of the pupils. It will prepare for all the 'changes that adolescence brings'. Sex education is not compulsory, but puberty, naming external body parts, human development from birth to old age and reproduction in animals must be taught to all students because they are included in the Science National Curriculum.

Each lesson is taught includes an introduction, agenda, fun facts, discussion time with questions, scenarios about that topic, quiz time and an activity that can be solo, paired, group or an outdoor play session. The children have their own 'personal development' book they can use to record their PSHE and SRE lessons as well as a personal record of strategies to support their emotions through their school life. Our curriculum is designed to be fully inclusive and to raise aspirations for all pupils, including those with SEND. We ensure that content, teaching approaches and resources are adapted so that every child can access learning meaningfully and achieve highly.

We believe that pupils experience many aspects of the PSHE curriculum through day-to-day activities. We provide a breadth of opportunity for pupils and encourage an environment conducive to positive learning and mutual respect. The pupils develop their understanding of these issues through:

- Assemblies
- Visitors
- School trips
- Extra-curricular and enrichment activities
- Clear learning expectations
- Stimulating classroom environment
- Clear behaviour policy
- School council
- Celebration of local, regional and world events such Anti- Bullying and Mental Health
- Understanding learning behaviours
- Philosophical/Critical thinking questions

Our PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our whole-school approach positively impacts wellbeing, safeguarding and SMSC outcomes. This can ensure that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

## IMPACT

Our PSHE and SRE assessment identifies the specific knowledge students have learnt and can apply throughout their daily lives. The evidence of impact is seen in the children's behaviour, speaking about emotions, coping and understanding themselves and recording in their 'Personal Development' books.

### **Assessment for learning**

- Selecting and discussing their emotions – Emotion teddies (EYFS), Worry Monster (KS1) and Mood Trees (KS2)

- Strategies to deal with fall outs and developing friendships
- Children using the colours linked to the zones of Regulation to communicate their feelings
- Verbalising how they feel in the classroom with mood trees, zones of regulation and the worry monster and show reflection throughout the day
- Ideas and thoughts written/ drawn in their 'personal development' that they are using to support them indifferent situations
- RAG assessment after each lesson in Lifewise
- 'The Decider' children use strategies to manage their own mental health
- Pupil voice – can they explain how they feel