

At Princetown Primary, we are 'Inspiring Lifelong Learners in our Community' by providing them with a broad and balanced curriculum that will inspire and motivate pupils to have high aspirations; provide them with the tools to become assessment-capable learners and be socially responsible within the school and wider community.

<b>Subject</b>	PSHE
<b>Overall curriculum</b>	<p>We believe that through the teaching of PSHE (Personal, Social, Health and Education) and Citizenship, our pupils become healthy, independent and responsible members of society. They learn to understand about their rights and responsibilities as an individual and show empathy and understanding to others. It develops their sense of self-worth by encouraging them to play a positive role in school life and the wider community.</p>
<b>Pedagogy</b>	<p>The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupil's understanding and their readiness to progress to the next stage.</p> <p>We believe that lessons will provide a consistent, high quality PSHE education for all young people across the region. By using the Cornwall and Isle of Scilly PSHE curriculum, which our school has adopted, all statutory government guidance for mandatory relationship and sex education and all PSHE Association principals and outcomes will be met.</p> <p>Key messages will be introduced, reinforced and built upon year on year at developmentally appropriate stages, through a spiral curriculum which has been arranged on a 2-year rolling programme. This has ensured the needs of their children and young people within our setting have been met.</p> <p>The curriculum is divided into three core themes, which run throughout the key stages:</p> <p>Health and Wellbeing which includes lessons on mental health, lessons on puberty and the changing body, dental health, benefits of keeping active and healthy eating.</p> <p>Relationships which include lessons on respectful and healthy relationships both on and offline, kindness and sex education.</p> <p>Living in the Wider World which includes lessons on career planning, financial literacy and exploring our rights and responsibilities.</p> <p>The lessons have been sequenced to reinforce learning and build on knowledge.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any 'reasonable adjustments' needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p>
<b>Assessment</b>	<p>Assessment is viewed as building a picture over time of a child's learning progress across the curriculum and is viewed as an integral part of teaching and learning. Assessment for learning (AFL) and Visible Learning underpin all learning. A variety of feedback is used to inform the pupils about their learning so that they become more involved in their own learning and from this gain confidence in what they are expected to learn and how to progress it further.</p>

	<p>Core success criteria and learning intentions are used to track pupils understanding of their learning.</p> <p>Pupil Retrieval Practices include: KWL grids, quizzes, concept/ mind maps, questioning, success criteria, learning intentions and pupil targets.</p> <p>We use iTRACK which is the online pupil tracking software that uses powerful data analysis to track pupil progress and attainment in real time.</p>
<b>Culture</b>	<p>Cultural capital is the accumulation of knowledge, behaviours, and skills that our pupils are encouraged to draw upon and which demonstrates their cultural awareness, knowledge and competence.</p> <p>It is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.</p> <p>Cultural capital and local context PSHE enable our pupils to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults.</p>
<b>Systems</b>	<p>PSHE is delivered over a two-year scheme of learning which follows the Cornwall Council and Brook programme of study.</p> <p>This is organised into three core themes: Health and wellbeing Relationships Living in the wider world (covering economic wellbeing and careers)</p> <ul style="list-style-type: none"> <li>• These themes include various topics related to physical and mental health, alcohol and drug education, relationships (and sex) education, economic wellbeing and careers.</li> </ul> <p>In EYFS, children learn about relationships, respect, their own identity and feelings. These provide the building blocks for learning as they grow up.</p>
<b>Policies/key documents</b>	<p>The policy for PSHE aims to ensure that:</p> <ul style="list-style-type: none"> <li>▪ Spiritual, moral, cultural, mental and physical development of all pupils is promoted</li> <li>▪ Pupils are prepared for the opportunities, responsibilities and experiences of later life</li> <li>▪ Pupils are encouraged to value themselves and others</li> <li>▪ Pupils acknowledge and appreciate difference and diversity</li> <li>▪ Pupils are taught how to make informed choices</li> <li>▪ Pupils are prepared to be positive and active members of a democratic society</li> <li>▪ Pupils understand what constitutes a safe and healthy lifestyle</li> <li>▪ A framework in which sensitive discussions can take place is provided</li> <li>▪ Safety in forming and maintaining relationships is promoted</li> <li>▪ Pupils are provided with a toolkit for understanding and managing their emotions</li> <li>▪ Pupils are provided with the opportunities to consider issues which may affect their own lives and/or the lives of others</li> <li>▪ Pupils can identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online</li> <li>▪ Pupils are prepared for puberty, and give them an understanding of sexual development and the importance of health and hygiene</li> </ul>

	<ul style="list-style-type: none"><li>▪ Pupils are helped to develop feelings of self-respect, confidence and empathy</li><li>▪ A positive culture around issues of sexuality and relationships is created</li></ul> <p>Pupils use the correct vocabulary to describe themselves and their bodies</p>
<b>Perceptions</b>	