

PSHE Curriculum Statement

Intent

At Sandringham Federation, we believe that personal, social and health education (PSHE) enables our children to become, safe, healthy and happy pupils independent and responsible members of 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 growing up.

Most significant dimensions of personal development.

- An environment in which pupils feel safe, and in which bullying, discrimination and peer on peer abuse-online or offline-are not accepted and are dealt with quickly, consistently and effectively.
- Develop pupils' character, which we define as a set of personal traits, dispositions and virtues that inform their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently with others. This will in turn give our pupils the qualities they need to flourish in our society.
- Develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.
- Develop pupils deepening understanding of the 'fundamental British Values'. Values won't be assumed because school say they are, particularly if they may be different from those at home. At Sandringham Federation we think education is about helping people understand how things work and how to challenge and change them. We believe values have to be arrived at through mutual exploration and understanding.
- Promoting equality of opportunity so that all pupils can thrive together, understanding differences and individual characteristics that make people unique.
- Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race , religion or belief, sex or sex orientation.

We are dedicated to ensuring that Sandringham Federation is a happy, stimulating and caring place and we expect high standards of behaviour and attitudes throughout the school. Behaviour and attitude to learning is underpinned by a calm and orderly environment in the school and classroom with a focus on punctuality so that disruption is minimised, clear routines and **secure** and **consistent** expectations for behaviour and attitudes across all aspects of school life, that poor behaviour and attitude have clear defined consequences applied consistently and fairly by all staff; to recognise pupils

motivation and persistence in the face of challenges and that learning is valued as an important predictors of attainment.

Implementation

The curriculum incorporates the statutory of the National Curriculum 2014 and extends beyond the academic subjects. Sandringham Federation support pupils to develop in many diverse aspects of life. The curriculum's starting point is to engage pupils in memorable rich experiences within the community for example

A picnic with the Sandringham Federation School at Sandringham Estate.

The outdoor environment and the local community are considered an opportunity for active learning for all our children.

The local paper the EDP noted 'The new school garden helping pupils to grow'

At Flitcham a new space has been transformed with the help of parents, teachers, villagers and local businesses. Customers at Gaywood Tesco voted for the project to receive £2,000 funding through the Tesco Groundwork Bags of Help scheme and other businesses donated materials to revamp the area.

The area is now being used with children playing in the area during break times, using the polytunnel for growing vegetables and using the outdoor area for reflection under the arbour and the garden for bug hunts.

Headteacher comments to the EDP 'It has been a real Community effort'.

The Sandringham Federation recognise commitment to ensuring that all learners have access to good quality educational experiences beyond the classroom walls.

- Sandringham and Flitcham take part in Forest Schools which is an outdoor based learning environment. Together with the development of school grounds and other professional support this enhances the continuous and progressive learning outside the classroom. This helps children to understand how to manage risk, which they can then apply to life outside of school.
- To support additional extracurricular activities, PE, sports, rugby coaching etc.
- A varied timetable for extra curricular activities is offered by the school, with clubs that support the core curriculum offer, as well as those with specialist skills.
- Music and performance have a high profile in the schools with specialist music teachers, with children receiving a weekly music lesson.

Ofsted (School Inspection Handbook, 2019) 'It recognises that the impact of the school's provision for personal development will often not be assessable during pupil' time at school.' We need to ensure that we give children skills for life.

Impact

Inclusive environment

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education so that children at all levels are helped to achieve their full potential. Those who are most able are challenged with tasks to provide greater depth. Those who struggle are encouraged and given targeted support (interventions) to embed skills, to develop their own pace or learn in a style that best suits their individual needs. Interventions can be seen to impact in a very positive way on children's outcomes.

Subject leaders play an important role in the success of the curriculum by leading, monitoring, evaluation and review. Subject leaders take opportunity to develop their knowledge thus developing subject knowledge, skills and understanding so they can support and improve practice further.

EIF approach allows for much greater depth of evidence to be gathered.

Enjoyment of the Curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide writing for a purpose.

Children have the opportunity to share their learning with each other, their parents and carers through school based and external exhibitors, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of our teaching and learning.,

PSHE (Changing in 2020 to RSHE)

Guidance

'Today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

There will be 5 core areas with a focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships and other relationships with other peers and adults. All staff have been trained in the new RSHE curriculum.

Mrs Sewell (PSHE subject lead)