**Polehampton CE Schools - PSHE**

“Never underestimate the power of dreams and the influence of the human spirit. We are all the same in this notion: The potential for greatness lives within each of us.” [Wilma Rudolph](https://www.brainyquote.com/authors/wilma-rudolph-quotes)

**EYFS Educational Program of Study**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. ***Please see the ‘Teaching and Learning Strand Progression Map’ which outlines Reception objectives from ‘Development Matters’ and the Early Learning Goals from the EYFS statutory framework that feed specifically into the national curriculum subject of PSHE.***

**National Curriculum Purpose of Study**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

**Sex and Relationship Education**

Sex and Relationship Education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools. When any school provides SRE they must have regard to the [Secretary of State’s guidance](http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance) ; this is a statutory duty. Academies do not have to provide SRE but must also have regard to Secretary of State’s guidance when they do.

**Learner Characteristics**

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| **Curiosity** | **Community** | **Cultural Diversity** |
| To promote an attitude of open mindedness, leading to questioning and reflection.  To encourage independent thinking. | To build skills in communicating and understanding others.  To express ideas freely, question ideas and reflect.  Understanding the importance of effort. | Try new things This concept involves appreciating the range of life opportunities. |

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| Jigsaw Units | | | | | |
| Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |

**Teaching and Learning Strands**