

<b>Curriculum Intent</b> (What do we want for the children at St Nicholas?)	<b>Curriculum Implementation</b> (How will we achieve this for our pupils?)	<b>Curriculum Impact</b> (How will we know if we have achieved this?)
<ul style="list-style-type: none"> <li>• To equip children with subject specific language and a knowledge of symbols relating to RSE.</li> <li>• For children to have an awareness of how they feel and how to manage those feelings.</li> <li>• To nurture children's mental wellbeing, giving them a safe space to voice their thoughts.</li> <li>• To teach social awareness and understanding, such as friendships, personal safety and other people's beliefs.</li> <li>• To ensure there is awareness of boundaries and how to enforce and respond to them being broken.</li> <li>• To cultivate positive personal attributes and character traits - to be aware of them and what to look for in positive friendships.</li> <li>• To provide opportunities for children to succeed and to develop coping strategies and resilience when success is not instantaneous.</li> <li>• To give children a well-rounded understanding of having a healthy lifestyle, including food, exercise and rest, as well as indoor and outdoor safety.</li> <li>• To have difficult conversations, about potentially sensitive subjects, which are essential preparation for the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a PSHE programme tailored not only to the age but also the physical, emotional and developmental maturity of our cohort.</li> <li>• Cover PSHE through the appropriate section of the EYFS in KS1 and in KS2 it is taught through weekly subject specific PSHE sessions. However, as a staff we are continually striving to support our children's progression in PSHE. Not just during these subject specific sessions but throughout our whole school, child centred approach.</li> <li>• Have an integrated, whole school approach, to the teaching of health and wellbeing. We constantly promote and model self-control, the ability to self-regulate and utilise strategies to support this. We have implemented The Zones of Regulation throughout the school in order to provide a clear visual aid to further aid in the children's understanding of their own and other's emotions.</li> <li>• Provide a firm foundation of discussion relating to the benefits and characteristics of good health and wellbeing. This provides teaching staff with a secure platform from which to address issues such as isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.</li> <li>• Provide a broad and balanced curriculum, implementing effective teaching in a carefully sequenced way to ensure progression.</li> <li>• Utilise our PSHE assessment booklets to provide formative assessment and planning for the progression of individuals.</li> <li>• Work closely with colleagues to ensure our PSHE program compliments their schemes of work - ensuring progression and not duplication.</li> <li>• Have developed and continually practise a culture where staff and children identify and celebrate the successes of themselves and others.</li> </ul>	<p>Pupils should -</p> <ul style="list-style-type: none"> <li>• Be able to use the vocabulary to recognise and discuss emotions that they and others may experience.</li> <li>• Be able to implement a range of coping strategies in order to self-regulate their emotions and support others in doing so (Zones of Regulation).</li> <li>• Have an awareness of whether behaviour reflects and is proportionate to how they are feeling.</li> <li>• Have an understanding of where and how to seek support at home, school and in the wider community if they are concerned about their own or another person's wellbeing. Including basic first aid and how to make an emergency call.</li> <li>• Understand the benefits and risks associated with the use of computers and the internet.</li> <li>• Know the importance of physical fitness and an active lifestyle.</li> <li>• Understand what constitutes a healthy diet and why it is important.</li> <li>• Have some understanding about legal and illegal substances and associated risks.</li> <li>• Understand the importance of self-care including; personal and dental hygiene, sun safety and sleep.</li> <li>• Know the key facts about puberty and the physical and emotional changes that occur during this time in both males and females - including menstruation.</li> <li>• Be able to utilise the correct RSE vocabulary including signs and symbols where appropriate.</li> <li>• Understand how to use the knowledge they have developed confidently in real life situations; including an understanding and enforcement into practice of boundaries.</li> </ul> <p>Achievement and success will be recorded through written work, staff observations, teacher assessment and our PSHE assessment booklets - our anecdotal observations are now evidenced.</p>