



# Personal, Social, Health, Relationship and Economic (PSHRE) Education at Hyde Park Schools



## Intent

At Hyde Park Schools, we believe that Personal, Social, Health, Relationship and Economic Education (PSHRE) provides children and young people with opportunities for lifelong learning about physical and mental wellbeing, moral and emotional development and the wider world. It is about understanding themselves and the people and world around them. It is the curriculum subject through which children and young people develop the knowledge, skills, and attributes they need to keep themselves healthy, safe, and prepared for life and work. It involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes. The aim of PSHRE is to provide children and young people with age-appropriate information, explore attitudes and values and develop skills to empower them to manage their lives now and in the future.



## Implementation

Our PSHRE curriculum takes a thematic approach to primary PSHRE education. Jigsaw offers a programme including statutory Relationships and Health Education, in a spiral and progressive way that enables learning that is coherently sequenced across all key stages. In addition to this, we have adapted the curriculum to include the Zones of Regulations and other topics such as finance that we believe are relevant to our pupils. Our curriculum provides children with relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, our curriculum provides opportunities for mindfulness, allowing children to advance their emotional awareness, concentration, and focus. Our provision allows all year groups to work on the same themes at the same time, building a spiral programme year on year, whilst offering flexibility to respond to specific events, for example the Coronavirus Pandemic.

Through a thorough monitoring and evaluation cycle, which includes, planning reviews, lesson observations, learning walks, books scrutinies and pupil voice, subject leaders ensure a broad, balanced and progressive curriculum.



## Impact

At Hyde Park Schools, we recognise that when delivered well, our PSHRE curriculum has a positive impact on both academic and non-academic outcomes for children and young people, particularly the most vulnerable and disadvantaged. PSHRE education cannot be assessed in the same way as most other subjects. It is, however, possible to recognise and evidence progress and attainment in PSHRE education through the knowledge, understanding, skills and attributes displayed by the children and young people.



## Progress

Inclusive PSHRE provides opportunities to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. In summary learning more and remembering more knowledge and skills. PSHRE identifies a broad range of important issues, which reflect the universal needs of all children and young people. Today's children and young people live in a rapidly changing world, much of the specific knowledge taught in our PSHRE curriculum changes regularly, for example as a result of legal changes, medical or technological advances. Through working collaboratively across key stages, frequent opportunities are provided to revisit, reinforce and extend learning to best meet the needs of the children and young people at Hyde Park Schools.



## Cross Curricular Links

The PSHRE curriculum has very strong cross curricular links to the rest of the primary National Curriculum. In so much as it underpins children's attitudes, opinions and behaviours. It also supports children and young people at Hyde Park Schools' in being an active, confident, happy, and safe member of society.



## Local Link

At Hyde Park Schools we believe that it is important, wherever possible, to link to our locality and community. As part of the PSHRE curriculum, visitors are invited into school because of the expertise or contribution they can make. These may include health and social care, academic, sports, or arts professionals.