PSHE & RSE CURRICULUM AT SUCKLEY SCHOOL

Intent	Implementation	Impact
Personal Social Health Education (PSHE) including Relationships Sex Education (RSE) is at the heart of our school values and ethos and runs throughout all that we do. Our PSHE/ RSE curriculum aims to enable our children to become healthy, safe, independent, responsible members of society who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain. We will: • help our pupils to aspire to be the best they can be, to have dreams for their future and know what is required to reach them. • provide opportunities for our pupils to learn about rights and responsibilities and appreciate what it means to be a valuable member of an ever-changing diverse society. We will help them to understand and consider many of the moral, social and cultural issues that are part of growing up in Modern Britain. • deepen our pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance • develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. • stimulate, challenge and nurture children's spiritual, moral, social and cultural curiosity. • help our pupils to understand the importance of their physical and mental health, understand emotions and feelings and have strategies to help them become resilient and confident so they are ready for the transition to Secondary school. • help pupils to have a good understanding of themselves, to have empathy, an ability to work with others and to form and maintain positive relationships treating everyone equally with tolerance and respect. • teach our pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.	• Pupils are taught a rolling programme covering a wide range of social and emotional aspects of learning • Staff have access to our whole school scheme of materials which fulfils the requirements of the statutory Relationships and Health Education in the context of a broad and balanced PSHE curriculum. • Lessons are adapted to meet the needs of each individual class / pupils and to deal with issues as they arise. • Lessons are delivered in a way that ensures pupils to feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills. • Assemblies, themed days, visits and visitors are used to support teaching. • Use of Whole school Thrive approach to social and emotional well-being	We are proud of the PSHE / RSE work that we deliver at Suckley School, the evidence being seen through the well-rounded, confident, tolerant and independent pupils that leave us at the end of year 6. The pupils' attitude, behaviour and demeanour around school, within lessons, at playtimes' and out in the community demonstrates the respect, tolerance and high aspirations that our pupils have of themselves and each other. Pupils leave us ready for their next step into Secondary school and are armed with skills, knowledge and understanding that they can take forward into adulthood. Our pupils leave us prepared for life in an ever-changing modern Britain. They have the tools they need to succeed, keep themselves safe and thrive.

• teach our pupils about personal safety (online and off-line) and we will ensure pupils know where and how to get help if needed. • encourage all of our pupils to be the best version of themselves that they can be!		
Suckley Values: Teaching is rooted in our Suckley Values- these are the key attributes that we want our children to leave us with, so that they are an active, confident and valuable member of the wider society: independence, respect, honesty, perseverance, honesty, determination and kindness.	**Cultural Capital:** • Range of high-quality texts to support learning • Units covering diversity including British values, global citizenship and relationship • Opportunity for drama, role play and debate • Broad, balanced and diverse curriculum equipping them with skills for life outside of school • Rich opportunities for exploring and asking the 'big questions'	