

<p><u>Intent</u> – Our ambition</p>	<p><u>Implementation</u> – How this manifests in the classroom</p>	<p><u>Impact</u> – How we know we have learnt it</p>
<p>At Oakmeadow, we believe a high quality Personal, Social, Health and Economic education is paramount for the development of the whole child. By providing a holistic curriculum using five key strands, we ensure that children are healthy and happy. Our curriculum has been designed to meet the personal development needs of our children and follows the Kapow scheme which is underpinned by: our school values, The Children’s Health Project, Zones of Regulation and our school vision ‘Live life in all its fullness’ John 10:10. We have always believed our curriculum should be constantly evolving and updated, where we adapt and develop it to meet the most recent needs of our school community. We equip our children to go forward with the skill set that will help them for the rest of their lives through a taught and lived curriculum which in turn will have a positive impact on themselves, our school and their wider community. PSHE and RSHE in Oakmeadow will develop the knowledge, skills and attributes each child needs to manage their lives, now and in the future.</p> <p>We mould our children into well-rounded young people with a range of knowledge and a variety of skills to prepare them for the road ahead. We support our children to have resilience, empathy,</p>	<p>How we will achieve this - Our PSHE curriculum runs on a cyclical approach and spirals through five key strands, which are revisited through key stage one and two. This ensures that each time it is revisited, it is covered with greater depth and increasing maturity. Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, make connections, and develop a more complex understanding. This approach links to our beliefs around the teaching pedagogy of cognitive science – reducing cognitive load, practicing retrieval, and therefore strengthening learning and memory.</p> <div data-bbox="831 901 1317 1198" data-label="Diagram"> <p>The diagram illustrates the flow of information through memory systems. It starts with 'ENVIRONMENT' represented by a grid of dots. An arrow labeled 'ATTENTION' points from the environment to a central 'WORKING MEMORY' circle. From 'WORKING MEMORY', an arrow labeled 'Learning' points to 'LONG TERM MEMORY' at the top. From 'LONG TERM MEMORY', an arrow labeled 'Remembering' points to 'FORGOTTEN' at the bottom right. A dashed arrow also points from 'LONG TERM MEMORY' back to 'WORKING MEMORY'.</p> </div> <p>The five key areas are: family and relationships, health and well-being, safety and the changing body, citizenship, and economic well-being. In year 6, there is an additional</p>	<p>The children at Oakmeadow understand how important their personal, social, health and economic development and the effect it can have on their lives – now and in the future. This is evident in the way the children can articulate their understanding and speak the language of health and wellbeing through pupil voice and monitoring by the curriculum leader.</p> <p>The PSHE curriculum is regularly monitored and evaluated from classroom level upwards. Teachers are given the autonomy and trust to make response decisions for their students that complement the overall vision of the curriculum itself. By giving our children an effective PSHE curriculum, we can tackle barriers to learning, ignite goals and ambitions and improve the life chances of all of our pupils. The skills and attributes developed through an effective PSHE education will also support academic attainment and attendance rates, as well as improving employability and boost social mobility in the future. By the time they leave Oakmeadow, our children will have been</p>

<p>teamwork, love, respect, honesty, integrity, tolerance, and courage. This will enable them to go forth in life with the toolkit they need to be successful within an ever-changing society. We support them to become emotionally intelligent, self-aware and to understand the impact they have on others. Furthermore, the economic strand of this subject, is prevalent more now than ever and we aim to provide the children with the skills and knowledge to become economically successful. To enhance the learning within this subject, we aim to offer an enrichment package to enhance and develop each child's cultural capital. We will also carefully plan in further opportunities to celebrate significant global events of health, diversity, culture, and wellbeing.</p>	<p>component of 'identity'. The statutory elements of 'relationships', 'mental health' and 'sex education' (Years 2, 4, 5 and 6) for RSE are covered in the 'family and relationships', 'health and well-being' and 'safety and the changing body' strands.</p> <p>Within the family and relationships strand, children will learn to form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes. The health and wellbeing strand, will give children strategies for looking after their mental and physical health, including healthy eating, relaxation techniques, sun safety, immunization facts and the benefits of sleep. Within safety and the changing body, the children will develop confidence in administering first aid in a variety of situations and learn about the safety needed around medicines, online and road safety and the changes which occur during puberty. The citizenship strand will give children their voice regarding human rights and the rights of the child, democracy, diversity, community and protecting the environment. The economic wellbeing strand allows children to learn how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.</p> <p>Within the year six identity strand, children consider what makes us who we are whilst learning about gender</p>	<p>supported to become healthy, independent, responsible and happy members of society.</p>
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and sexual identity and body image. Throughout this learning, we will encourage children to think big, ask big and challenge big. We will use an assessment matrix for each strand to track children's skills and knowledge in this subject.

Within these lessons, children are encouraged to feel confident, comfortable and have a voice. To ask questions and explore elements of real life together in a safe, respectful way.