Small School. Big Hearts. Big Ambitions

PSHE Statements

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9

Why we teach PSHE

At Dry Drayton C of E Primary School, our PSHE curriculum enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up today. We want them to leave primary school with the skills, resilience and knowledge that will keep them safe, happy and healthy. We place great importance on ensuring a comprehensive coverage of RSE and teaching pupils the value of self-respect and self-esteem. Promoting wellbeing and good mental health is also key to our approach and is an aspect of our children's development which we value greatly.

Why we teach PSHE

These are what we value in education and therefore we wish that everyone in our school community - pupils, staff, parents, governors and visitors - is:

Respectful Inclusive Kind Attentive Engaged Challenged:

PSHE education supports these values and is therefore at the heart of all that we do and learn at Dry Drayton C of E Primary School. We have weekly PSHE lessons following the Cambridgeshire PSHE service units of work and teaching framework. Other opportunities for embedding the development of all aspects of PSHE in our curriculum include:

- Life Education Bus every two years
- Annual creation of each class's class charter and children's list of safe adults
- Bike-ability
- School Council
- Eco Council
- Yoga
- Mindfulness
- Mental health week and wellbeing days
- Celebrating all aspects of children's creativity to promote wellbeing
- Kindness week
- Time to talk day

- PSHE topic related books in the library
- Subscription to the Cambridgeshire PSHE service and use of their inset opportunities

We aim to ensure that the PSHE curriculum is fully accessible to all children. Appropriate differentiation and support will be provided for SEND and EAL pupils according to individual need so as to reduce barriers to learning wherever possible.

We hope that through this approach we can enable all our children to move on in the world as happy, well-rounded individuals who are an asset to society.

Assessing PSHE

This mostly takes the form of teacher assessment against the progression of skills document at the end of each unit of work.