

Intent:

At Maple Ridge we believe that pupils in our school are growing up in an increasingly complex world, presenting many positive and exciting opportunities, but also many challenges and risks. It is our aim to deliver a PSHE curriculum that not only will tackle a range of issues, but equip them with essential knowledge and skills needed to become independent and confident members of their community. Our school values are embedded within our school culture and underpin everything we do, ultimately, our aim is to prepare all our pupils for a better future.

We believe it is very important for pupils to be given the tools to be successful in their own right, focussed on their individual strengths. Through carefully planned and resourced lessons, supporting social, moral, spiritual and cultural development, we can provide them with the essentials of safeguarding issues and emotional well-being. We encourage pupils to become self-aware, using a range of active learning that encourages self-reflection, giving all pupils a voice and understanding of self. It is our duty to develop their individual identities and self-esteem while giving them the confidence to contribute to society in order to be an active and good citizen.

WE aim to provide pupils with:

- accurate and relevant knowledge based on individual needs.
- opportunities to create personal understanding.
- opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities.
- a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.
- pupils will communicate how they and others show feelings communicate about their own and others' behaviour and its consequences, and begin to understand that some behaviour is unacceptable.
- pupils start to work as part of a group or class and understand and follow the rules.
- pupils try to adjust their behaviour to different situations, and begin to accept changes in routine.
(Adapted from EYFS Early learning goals)
- pupils to develop skills in emotional literacy, behavioural self control and problem solving in order to promote social and emotional competence. (Adapted from PATHS programme)
- pupils are able to recognise their own and others feelings and self-regulate and solve problems they encounter in every day school life – agreed by staff at previous INSET.

Through ensuring we:

- Give every pupil the opportunity to experience success in learning
- Provide differentiated material to the degree necessary for all pupils to participate happily and successfully in lessons
- Create safe and effective learning environments
- Build in flexibility, where pupil's voices can be heard
- Pace activities appropriately to achieve an optimum level of understanding and interest
- Always ensure that these lessons have an adequate level of support for the activities to be carried out and that children experience a mix of group and individual work
- Make use of specialist aids and equipment where they might be required by specific children to ensure that they all have full access to all parts of a lesson

Our pastoral values are interweaved throughout every learning moment within Maple Ridge Primary School.

Resources:

- PSHE Association (including SEND focus)
- PATHS scheme - used to teach emotions and a self-control strategies - schemes laid out by PATHS UK c/o Barnardos <http://www.pathseducation.co.uk/>
- SMSC 'Living Difference III' curriculum - focus on generalising skills across the wider school.

Impact:

When pupils leave Maple Ridge Primary, we believe our curriculum will have allowed them to develop confidence and language needed to articulate their thoughts and feelings in a climate of openness, trust and respect. Most pupils will understand what is meant by 'Resilience' and attain the ability to face life's everyday challenges with positive strategies to help them. We endeavour to embed active development in our whole-school culture that prioritise physical and mental health for all. We provide pupils with skills to evaluate and understand their own wellbeing needs and practice processes of self-care and identify while positively contributing to our community, respecting all diversities around them.