

<b>Intent</b>	At Parc Eglos, we recognise the importance of a coherent and comprehensive Life Skills (PSHE) curriculum to prepare our children for the wider world of life and work. We know that, through developing emotional literacy and resilience, promoting positive behaviour, and teaching the understanding of mental health and wellbeing, our children will flourish in the wider curriculum and in life. Children understand and recognise their own personal value and how as unique individuals, they fit into and contribute to society within a local, national, and global context. The nature of our Life Skills (PSHE) education promotes spiritual, moral, social and cultural development and through this our children are given a wide perspective to the world they live in today. Weaving through the heart of our teaching is a commitment to enhance and promote our school vision, virtues and values, leading to our children becoming independent, confident, healthy and responsible citizens with a desire to change, and lead our world, towards a better future.										
<b>Scope</b>	<b>National Curriculum</b> <b>PSHE Association</b> <b>1decision PSHE Scheme</b>										
<b>Key Concepts</b>	<b>Identity</b> Their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.	<b>Relationships</b> Including different types and in different settings, including online.	<b>Healthy, Balanced Lifestyle</b> Healthy - Including physically, emotionally, and socially. Balanced – Including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices.	<b>Risk and Safety</b> Risk - Identification, assessment and how to manage risk, rather than simply the avoidance of risk for self or others. Safety – Including behaviour and strategies to employ in different settings, including online in an increasingly connected world.	<b>Diversity and Equality</b> With due regard to the protected characteristics set out in the Equality Act 2010.	<b>Rights, Responsibilities and Consent</b> Rights - Including the notion of universal human rights. Responsibilities – Including fairness and justice. Consent – In different contexts.	<b>Change and Resilience</b> Change – as something to be managed. Resilience – The skills, strategies and inner resources we can draw on when faced with challenging change or circumstance.	<b>Power</b> How it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes.	<b>Career</b> Including enterprise, employability and economic understanding.		
<b>Underpinned by</b>	<b>Mastery (Aspirational)</b> Life Skills (PSHE) is embedded within all areas of learning and school life with an expectation that all children will succeed and make progress from their starting point. A personalised curriculum, that provides consistent opportunities to delve deeper and provides challenges with high expectations through quality first teaching, strengthens understanding and teaching of life skills to a deeper level. Children will make connections between the taught content, discussions and their own lives and experiences to enable mastery.		<b>Fluency</b> Children will build an awareness, and acquire understanding and knowledge, of key concepts to enable them to apply these skills and attributes to other areas of the curriculum and in their everyday lives with a view to creating citizens of the future.		<b>Collaboration</b> There is a consensus of shared responsibility between staff, children, parents, external agencies and the local community to support each child’s development as a person within society and their contribution to the wider world.		<b>Oracy</b> Throughout our Life Skills (PSHE) lessons, and within our day-to-day practice, there are frequent opportunities to discuss their own, and others ideas, thoughts and feelings. Children are provided with a safe environment giving them the confidence to speak freely and clearly, whilst developing a greater empathy and compassion for other perspectives.		<b>Vocabulary</b> Through our ambitious and quality teaching children are provided with, and taught, terminology and subject specific vocabulary that enables them to talk with clarity, assurance and confidence. The language of key concepts is developed throughout each year with greater awareness and detail.		<b>Modelling</b> High expectations, exhibited within lessons, classrooms and day to day practice, are modelled by all staff and other children around our school to support development of respectful and empathetic members of society.

Curriculum Statement for the Teaching and Learning of Life Skills (PSHE)

<b>Implementation</b>	<b>High Quality Teaching</b>	<b>Cross Curricular</b>	<b>School Ethos</b>	<b>Community Cohesion</b>
	Highly qualified staff deliver quality first teaching of our Life Skills (PSHE) curriculum. The 1decision scheme gives guidance and training to confident staff members and enables them to adapt it to meet the needs of their cohort and individual children.	Life Skills (PSHE) is at the heart of our curriculum and school. It links with all other curriculum subjects such as PE, Science, Geography, Maths, RE and Computing. Life Skills are also taught incidentally as individual or school-based needs arise, through our classroom and school expectations and rules, and during our weekly assemblies celebrating virtues and key concepts of the curriculum.	At Parc Eglos, the personal, social and emotional development of our children is at our core. The golden thread of our PARCC rules and virtues are fundamental to our school family and our children's place within the wider community.	We encourage links with our local and wider community through our curriculum provision and additional experiences such as mini-police workshops, I packed this myself project based on workers from overseas, bikeability, carol singing at local care homes and inspiring talks from influential people.

	Pupil Voice	Evidence in Knowledge	Evidence in Skills	Outcomes
<b>Impact</b>	<p>By the time our children leave our school they will:</p> <ul style="list-style-type: none"> <li>• Have a positive self-esteem.</li> <li>• Have respect for themselves and others, and in turn be respected by members of the community.</li> <li>• Be able to look after their mental health and well-being and know who they can speak to for help or support.</li> <li>• Be able to understand and manage their emotions.</li> <li>• Appreciate diversity and difference.</li> <li>• Be able to develop positive, healthy relationships with others both now and in the future.</li> <li>• Show empathy for others and be considerate of other people's feelings.</li> <li>• Be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves within society and modern life.</li> <li>• Understand the physical and mental aspects involved with relationships at an age appropriate level.</li> <li>• Have positive body images.</li> <li>• Recognise and apply the British values of democracy, tolerance, mutual respect, rule of law and individual liberty.</li> <li>• Be on their way to becoming healthy, open-minded, respectful, socially and morally responsible, active members of society.</li> </ul>			