**Why we believe PSHE is important:**

Learning PSHE ensures that children and young people can build the skills they need to become a good citizen now and in the future. PSHE encourages children to show a willingness to try new things, work hard, push themselves, imagine, improve and above all, build perseverance. The PSHE curriculum enables children and young people to learn and practise the ability to understand others, work effectively as part of a team or as a leader, identify unkind behaviour and when appropriate, act in a democratic way to make difficult decisions. These skills in PSHE support children in many of the critical challenges and changes of growing up, supporting them in being respectful, responsible and ready later in life.

**Intent - We aim for our pupils to:**

* Share their own opinions and views and be able to explain why they hold that opinion.
* Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
* Establish an understanding of how to improve and protect their own mental health and wellbeing and acknowledge that mental health is equally as important as physical health.
* Consider and understand the importance of eating healthily.
* Take an active role in being model members of our society, understanding that law and order and democracy are crucial in developing our citizenship skills.
* Understand and realise the consequences of anti-social and aggressive behavior, such as bullying and prejudice.
* Understand how the body changes as they approach puberty.
* Take responsibility for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school.
* Participate in decision making in school, through democratically elected school council and house captain elections.
* Study role models who have achieved success or made a difference in society.
* Be prepared for change, for example when transitioning to secondary school.

**Implementation - How do we do this?**

* Give children the opportunities to discuss and share their opinions through planned PSHE lessons – using the Cambridgeshire PSHE Service. Units of study could be taught discretely or linked to other topics and curriculum areas. Evidence is collected in a variety of ways, including through oral discussion, recorded (written/pictorially) or through feedback, evaluations and questionnaires.
* Give children the opportunity to challenge themselves through a range of different activities, such as residentials, afterschool clubs, fundraising events and through external visitors.
* Encourage children to take risks with their learning through positive praise and feedback. Allow children to respond to their mistakes through reflections and making changes.
* Discuss with children the positive effects of looking after their mental health and share ideas on how they can do this regularly. We do this through themed weeks in school, such as Anti-Bullying Week and Children’s Mental Health Week as well as during planned PSHE sessions.
* Give all children the opportunity to vote and play an active role in deciding who represents them in school through democratic election processes.
* Staff will model appropriate responses to aggressive and negative behaviour and set a high standard of mediating issues, which children will witness throughout their time at St Augustine’s. Anti-Bullying Week will also highlight the importance of treating each other with kindness and respect. Carefully thought out strategies will be suggested with how to deal with negative situations.
* In line with our RSE policy and safeguarding policy, we will give the children opportunities to explore the human body and understand how we change (physically and emotionally), due to puberty and changes in lifestyle and circumstances.
* Give the children opportunities to study and research role models. Rooms in school are named after British Role Models and opportunities are given throughout the year to explore more worldwide role models, such as during our Black History Week and Book Fortnight.
* In the summer term, we support the children with their transition through carefully planned transition days, where the children are given the opportunity to meet and talk with their new classroom adults and children. Planned sessions are also in place (especially for those in Year 6) so they are ready for the challenge of moving to KS3.

**Impact - What do we want from our children?**

* Children feel more comfortable in sharing opinions and viewpoints.
* Children are more able to understand, show respect and show tolerance towards themselves, others and the environment.
* Children are able to persevere and show greater resilience when faced with challenges.
* Children are more willing to try something new and push themselves.
* Children feel confident that they are ready to move on from St Augustine’s and thrive.

**How do we monitor this?**

* Evidence in books.
* Discussion with children.
* Questionnaires/evaluations.
* Discussions with classroom teachers and SLT.

**Relevant Documentation**

* Anti-Bullying and Prejudice Incidence Policy
* Behaviour Policy
* E-Safety Policy
* Equality and Diversity Statement
* ICT Acceptable Use Policy
* Relationship and Sex Education Policy
* Safeguarding and Child Protection Policy