

S Finbar's
Catholic Primary School

**Type:
Positional Statement**

**PSHEE Curriculum
Statement: Intent,
Implementation and Impact**

**Lead:
Miss L Haresnape**

**Date:
March 2021**

**Review date:
March 2021**



PSHE Curriculum Statement; Intent, Implementation and Impact

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Introduction

The National Curriculum (2014) sets out what children should be taught in schools across England and Wales. Schools may choose how they organise their school curriculum to cover the programmes of study from years 1 to 6. Children in their reception year follow the Early Years Foundation Stage programmes of learning. The teaching of Physical Education is statutory in all schools in England and Wales across all the Key Stages.

Intent – What we want our learners to get out of studying PSHE

- Through an age appropriate and progressive curriculum our children will gain the knowledge and skills required to stay healthy, happy and safe, and thrive in their futures.
- Our PSHE curriculum will contribute to personal development by helping pupils to build their confidence, resilience, and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.
- PSHE will be considered a core subject by both staff and pupils
- Staff feel confident in their abilities to deliver the curriculum and are aware of changes to legislation or guidelines
- To support children developing the essential skills for future employability and achieving economic wellbeing
- Support children in developing the capacity to be active and effective global citizens now and in their future
- Our children will be exposed to quality first wave teaching and provided with a range of opportunities in order for them to reach their full potential
- To remove barriers to learning experienced by pupils and improve their capacity to learn and achieve.
- Deliver an RSE curriculum that is age appropriate and is driven by the idea of prevention rather than cure.
- To design and resource an RSE programme of work which enables pupils to be safe and understand and develop healthy relationships now and in their future.
- To ensure pupils know how to access support when required at any time of day
- To encourage parental involvement in the development of our curriculum and policies to ensure it is fit for purpose meeting the needs of our children and the community we serve
- To provide a safe and happy learning environment where children can express themselves freely
- For pupils to be encouraged to talk openly about their mental health and access support as and when required
- Teachers know that pupils are making progress and are well prepared for the next stage of their educational journey.
- Pupil voice will be vital to the development, monitoring and evaluation of our PSHE and RSE curriculum

Implementation – How we plan and teach PSHE

- We follow the You, Me, PSHE scheme of work - a clear and comprehensive curriculum working in line with the National Curriculum
- The scheme is divided into 7 topics – all outcomes enables children to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage their emotions and to communicate constructively in a variety of ways.
- Twilight meetings and training from outside agencies emphasise the importance of PSHE
- Newly qualified teachers or new teaching staff meet with PSHE subject leader as part of CPD
- PSHE topics will be taught as discrete sessions over a period of a half term, however this may be in blocks where appropriate so that we can best meet the children's needs.
- Assessment will be built into topics and outcomes for children will be based on knowledge, understanding, skills and development of attitudes
- Learners will be encouraged to self-evaluate a reflect on the learning that takes place
- Displays across school PSHE, BV and SMSC displays throughout school reinforce the importance of in our everyday lives PSHE curriculum enabling children to make links. Assemblies, Whole school, Key Stage and class assemblies always make a link to PSHE, British Values, Rights and SMSC
- Enterprise Day and an Aspirations Day have been successful delivered
- The development of Ground Rules shared in all PSHE lessons across school enables children to make links across the wider curriculum including British Values
- Phone numbers for services are displayed across the school and in home reading cards ensuring children have access to support when at home. Children also can refer to their Helping Hands for support.
- Parental consultation evening is planned for in Summer 2021 in which parents will approve resources and make suggestions for how our curriculum can be even more effective.
- Twitter is updated showcasing PSHE assemblies and nationally recognised charity days
- All lessons now begin with sharing of Ground Rules for PSHE – these rules are consistent in all year groups
- Keeping Secrets and Speaking up posters are displayed in all classrooms
- 'The Worry Jar' is displayed in the reception area and children can share any concerns or ask questions. These are picked up and actioned by our Learning Mentor and shared with appropriate staff on CPOMS
- PSHE books will travel through school with each pupil
- Children complete school priority days based on changing needs of school
- Resilience in schools and education will be adopted by all practitioners and learners

Impact - What we achieve by delivering PSHE in this way and how we know?

- Staff have regular in house CPD training
- Subject leaders attend courses and feedback to staff
- Children are beginning to recognise the importance of personal attributes in gaining employment and financial stability
- Pre and post assessment activities and reflection sheets demonstrate the progression of knowledge, skills and understanding.
- Pupil books will evidence breath of coverage across school and will travel through school with each child to help ensure sticky learning
- All children can recite their Helping Hands and can verbalise that these are people or services that can provide support.
- By teaching children to stay safe and healthy, and by building self-esteem, resilience and empathy, our PSHE programme is beginning to tackle barriers to learning and raise aspirations in our disadvantaged children
- Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are showing a positive impact of our curriculum
- School priorities days ensure that the curriculum is responding to data and the needs of our children
- Children are demonstrating an understanding of what good secrets are and when they should seek support
- Particular strands of PSHE will be monitored by subject leader and senior leaders to monitor how children apply their learning through SMSC