

PSHE Curriculum Intent:

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to everyone and that will maximise the outcomes for every child so that they know more, remember more and understand more.

As a result of this, they will become healthy, independent and responsible members of our society, who understand how they are developing personally and socially. They will gain confidence to tackle many of the moral, social and cultural issues that are part of growing up.

We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Implementation:

- **A clear and comprehensive scheme of work in line with the National Curriculum.**

Our new Jigsaw scheme of work fully covers the three PSHE core learning themes:

- ✓ **health and wellbeing,**
- ✓ **relationships**
- ✓ **living in the wider world.**

- **Knowledge Organisers**

Children have access to key knowledge, language and meanings to understand PSHE and to make use of it across the entire curriculum.

- **PSHE Focused Working Walls**

PSHE Working Walls throughout the school focus on key aspects of PSHE and exemplify the terminology used throughout the teaching of PSHE, which enables pupils to make links across the wider curriculum.

- **Wider Curriculum**

All subjects make a link to PSHE, and the language is used consistently by all staff.

- **Displays across school**

• PSHE displays throughout school reinforce the PSHE curriculum enabling children to make links.

- **Assemblies**

Whole school, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC. We celebrate diversity unlocking the potential. (SMSC stands for spiritual, moral, social and cultural development).

Impact:

- Children will know more and remember more about PSHE.
- Children will recognise and apply the British Values of :
 - Democracy,**
 - Tolerance,**
 - Mutual respect,**
 - Rule of law and**
 - Liberty.**
- Children will demonstrate a healthy and positive outlook towards school and learning.
- Attendance will be at least in-line with national and behaviour will be good.
- The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.

When taught well, PSHE helps keep children and young people safe, physically and emotionally healthy and prepared for life and work. PSHE Association evaluated research, indicating evidence to suggest that the skills and attributes acquired through PSHE education have a significant impact on pupils' academic achievement, employability and future life chances.

Suggested Teaching Sequence and Pedagogy in PSHE:

Like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose, to use in enabling pupils to know more, understand more and remember more.

In PSHE, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the PSHE learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school:

Step 1 - 'The Big Picture' – setting the PSHE learning that is about to take place within the chronology of pupils PSHE learning to date. Starting with what the children know, understand, are able to do and able to say.

Possible pedagogical approaches used in PSHE: Behaviourism- direct teacher instruction; modelling of skills and techniques; demonstration.

Step 2 - Review most recent learning in PSHE-Inquiry-based learning.

Step 3 - Specify key vocabulary to be used and its meaning- Social Constructivism- Teacher modelling; questioning; mix of individual, paired and group instruction.

Step 4 - Provide relevant and realistic information, which reinforces positive social norms. Provide pupil-led learning opportunities.

Step 5 - Provide opportunities for the children to:

-Work interactively, with the teacher acting as the facilitator.

- Learn, work and talk about PSHE with confidence.

Introduce key vocabulary relating to the PSHE so that all children can express their views, opinions, likes and dislikes.

Step 6 - Provide opportunities for children to make real decisions about emotions confidently, to talk about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

Step 7 - Individual reflection on the learning that has taken place.