

# PSHE Curriculum

As a Catholic school, our aim is that every child achieves their full potential as an individual made in the image and likeness of God. This encompasses every dimension of the child: spiritual, moral, social, academic, physical and artistic. Our vision is that children will learn to be good citizens of the world, enriching society through a positive contribution to their community and beyond. Our curriculum is the vehicle through which we make this vision a reality, and the PSHE curriculum forms a critical component of this. We believe that knowledge empowers and enables children to feel and be successful, and that this is the entitlement of every child. Our approach to PSHE is grounded in the belief that all pupils can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life. We aim to empower pupils to lead lives of contribution and achievement. **"The evidence shows that relationship, social, health and economic (RSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success."** (Department for Education review of PSHE education impact and effective practice)

INTENT	IMPLEMENTATION	IMPACT
 <p><b>Alignment to National Curriculum</b></p> <p>PSHE complements the financial education covered through Citizenship and Maths, but covers the personal aspects of economic wellbeing. It also lays the foundations of effective careers education, digital and media literacy (it is vital that the foundations of this learning are laid during the primary phase). We intend a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online. PSHE education is the vehicle through which schools can best ensure they meet many of the Gatsby benchmarks.</p>	 <p><b>Pedagogical Approaches</b></p> <p>There is no strict structure of the lessons in the curriculum, although there are recurring themes and pedagogical approaches used throughout including:</p> <ul style="list-style-type: none"> <li>• High quality stimuli- built on an engaging hook, using narrative or visual catalysts</li> <li>• Discussion based around a key question with clear links to the Philosophy 4 Children approach</li> <li>• Flexibility- tangents should be followed to give children opportunities to share their thoughts and hear those of others, and RSHE lessons should be exploratory and provide a safe environment for opinions</li> <li>• Use of RWI strategies (TTYP, MYTY, Word Wave, Choose 2)</li> <li>• Use of 'star words/key vocabulary' at the start of each lesson</li> </ul>	 <p><b>Approach to Assessment</b></p> <p>The approach to assessment is less formal than in core subject disciplines. There is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals for them as young people.</p>
 <p><b>End Points</b></p> <p>Health, relationships, economic wellbeing and successful careers are all linked. PSHE is the glue that binds them together. PSHE gathers all of these aspects of preparing for modern life together into a coherent curriculum subject. Based upon this, the content contained within the curriculum overview has been chosen to reflect this. A key principle for leaders is to ensure that pupils are given access to content which supports them to stand in their own power as individuals, but to be acutely and keenly aware of the global connectedness of the world and their part within it</p>	 <p><b>Teachers' Expert Knowledge</b></p> <p>Teachers are regularly given opportunity to download the rationale for RSHE, but to also experience what this looks and feels like in practice. Further to this, the following areas are areas of focus:</p> <ul style="list-style-type: none"> <li>• Diversity and inclusion: Teachers and school staff are supported to be mindful that their own opinions and faith may not be the same as those in the communities they serve and that it is important to balance the right of people to their own beliefs with the right of people to be free from discrimination</li> <li>• Teachers will be supported to be aware of their own unconscious biases/prejudices about groups of people</li> </ul>	 <p><b>Performance Data</b></p> <p>There is no published data for RSHE at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.</p>
 <p><b>Sequencing</b></p> <p>The lessons within the progression framework operate as discrete units, and don't reference each other directly, the lessons from each section should be taught in order.</p>	 <p><b>Promoting Discussion and Understanding</b></p> <p>The structure of the PSHE curriculum is one of quality rather than quantity, meaning that topics and content are embedded in each year group before being built upon. When working with pupils, teachers make reference to previously learnt content.</p>	 <p><b>Pupils' Work</b></p> <p>The pupils record their learning within individual workbooks in KS2, and in whole class books in the EYFS and KS1. There is no expectation that there should be something recorded in these books for every lesson books should represent learning over a period of time.</p>
 <p><b>Addressing Social Disadvantage</b></p> <p>RSHE education has proven impact on life chances and academic success when delivered well. An extensive 2017 literature review by leading economists found 'Very strong evidence' that PSHE (personal, social, health and economic) learning has a positive impact on health, well-being and academic attainment.</p>	 <p><b>Knowing More and Remembering More</b></p> <p>To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved.</p>	 <p><b>Talking to Pupils</b></p> <p>The RSHE curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes towards the RSHE curriculum, and the termly Student Perception Questionnaires are a key piece of data used to support the continual refinement and development of the PSHE curriculum.</p>
 <p><b>Local Context</b></p> <p>The school has tailored its programme to the needs of pupils and communities. We acknowledge that there is no 'one-size-fits-all solution', but our RSHE programmes has been tailored to reflect the local context and needs within the school community, particularly with reference to anti-racism:</p> <ul style="list-style-type: none"> <li>• The local history of immigration to Sheffield and stories and experiences from ethnic minorities from within the school and its wider community</li> </ul>	 <p><b>Teacher Assessment</b></p> <p>The personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.</p>	<p><b>Links / References</b></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/curriculum">https://www.pshe-association.org.uk/curriculum-and-resources/curriculum</a></p>

