

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 personal, social, health and economic (PSHE) 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



Alignment to National Curriculum

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.



End Points

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



Sequencing

Sequencing of knowledge and skills has been fashioned in order that progression is clear, systematic and explicit.



Addressing Social Disadvantage

PSHE 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.



Local Context

The school has tailored its programme to the needs of pupils and communities. We acknowledge that here is no 'one-size-fits-all solution', but our PSHE programmes has been tailored to reflect the local context and needs within the school community

IMPLEMENTATION



Pedagogical Approaches

The pedagogical approaches to the teaching of PSHE in the school are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being:

- Teachers ensuring that pupils see the 'purpose' of each lesson and the content in relation to their lives
- Deliberate and intentional retrieval of previous knowledge to build on previous learning
- Exceptionally positive relationships in school that create the conditions conducive to effective learning
- Making reference to the school rules, values, and the class purpose and culture when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential



Teachers' Expert Knowledge

Teachers are regularly given opportunity to download the rationale for PSHE, but to also experience what this looks and feels like in practice

- The culture of the school is one which promotes openness and honesty in relation to proactively seeking support for any gaps in subject knowledge; this may be reflected in professional development meeting content, discussions between colleagues, and content/input in relation to PSHE being included in the termly teaching and learning newsletter produced by the school



Promoting Discussion and Understanding

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. In addition to this, the following elements are seen as key to highly effective PSHE lessons



Knowing More and Remembering More

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.



Teacher Assessment

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.

IMPACT



Approach to Assessment

The approach to assessment is less formal than in core subject disciplines. In geography, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals.



Performance Data

There is no published data for PSHE 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.



Pupils' Work

The pupils record their learning within the workbooks on KS2, and in whole class books in the EYFS and KS1.



Talking to Pupils

The PSHE curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes towards the PSHE 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.

Links / References

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>