



## Curriculum Statement – 2021/2022

### PSHE

#### Intent

- Deliver a high-quality Personal, social, health and economic (PSHE) education which helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens
- Foster and encourage a love of learning based around our core values of self-motivation, teamwork, resilience, independence, vision and emotional intelligence
- Help pupils understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up.
- Design a PSHE curriculum that has deep links with Science, Mathematics, and other areas of the curriculum, and provides insights into both natural and artificial systems
- 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.
- Encourage our pupils to develop a sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Deliver age appropriate Sex Education to our pupils, alongside Relationships Education, as we believe children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- Support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- Promote self-motivation, resilience, independence, teamwork, communication skills and problem solving
- Promote the spiritual, moral, social, cultural, mental and physical development of pupils.

#### Implementation

- The teaching of PSHE is both sequential and relevant to the context of the school and local area.
- PSHE is taught through discrete, weekly lessons.
- Each year group is taught a variety of topics, each of which incorporate three core themes (Health and Wellbeing; Relationships; and Living in the Wider World).
- Staff plan and use resources from a curriculum based on guidance from the PSHE Association.
- Each year group produces a floor book which showcases children's learning journey in PSHE.
- Staff assess children on an ongoing basis. Staff will use both formative and summative assessment judgements to inform their practice and differentiate their lessons appropriately to account for pupil ability and level of challenge
- Teachers set ambitious targets which stretch pupils of all abilities and allow inclusivity within all lessons
- Teaching is based around a spiral curriculum, where subject areas are revisited in greater depth throughout the primary school years. The lessons are based around a theme which changes half-terminally.
- The school continually maintains, updates and develops its resources to ensure effective delivery.
- Information from the School's Census, Local data (from Public Health England's Child and

Maternal Health (CHIMAT) data sets and the Local Authority's Joint Strategic Needs Assessment (JSNA)), together with our knowledge of our pupils' needs, allowed us to clarify our curriculum 'intent', and to ensure a curriculum was designed tailored to our pupils' needs and our school's circumstances.

- Although our Newton curriculum organises content under different headings from those used in the content grids of the Department for Education's statutory guidance on Relationships Education, RSE and Health education, it covers all the statutory requirements.
- PSHE is embedded in our pupil's daily routines, through assemblies, through interactions with peers and staff, via our new school values, and through whole school events, such as Aspiration Week, Head Boy and Head Girl, JRSOs, allow our curriculum to be explored further and are essential in developing pupils holistically.
- The subject leader has good knowledge and seeks to further the subject through continuous professional development, research and regular meetings, including local network meetings.

### Impact

- Teachers regularly assess pupil understanding through a range of formative assessment strategies, observations and looking at completed work.
- Summative assessment is recorded for all pupils, showing pupils attainment in relation to specific learning objectives.
- Lessons are recorded into floor books.
- In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children.
- In Key Stage 1/2, class teachers gather evidence of children's understanding through pre-learn activities as a benchmark assessment before anything is taught. This is then revisited when all 3 units are completed.
- At regular intervals throughout the year, an assessment of learning outcomes is recorded and pupil's attainment and progress data is gathered. This is used to identify which children need further support or enhanced challenge.
- Opportunities are provided to regularly revisit concepts and link ideas together.
- Pupils have access to high quality resources.
- Children will leave with specific subject knowledge and skills to prepare them for the next phase in their educational journey and able to integrate into a modern British society