



PSHE: The Curriculum

Personal Social Health Education plays a high profile and central role within the curriculum at St Mary's Primary School. Kettering this is recognised in the timetabled weekly sessions dedicated to it; the high quality external visitors we welcome to speak with our children and our positive pupil voice. Pupils' personal safety, empathy and tolerance are grown through a well designed, Progressive curriculum which encompasses the statutory RHSE guidance, PSHE Association best practice, Education for a Connected World and National Online Safety.

Our **Intention** is that when children leave St Mary's CEVA Primary, they will do so with the knowledge, determination, resilience, understanding and emotional regulation and literacy to be able to play an active, positive, fulfilling and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware of factors which will affect their world and learn how to deal with these so that they maintain good mental health and well-being. Before everything, children identify a network of trusted adults – a 'helping hand'.

Our personalised PSHE curriculum builds the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now, and in their future roles, within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, challenges, responsibilities and experiences of later life. Our curriculum enables our children to learn how to develop healthy loving relationships and what these look like, stay safe emotionally and physically, to know their body and look after it.

Our PSHE curriculum reflects our children's needs based on extensive pupil voice and is forever changing and adapting to needs.

Our PSHE curriculum is fully compliant with the DfE RHSE document.

Children have high quality input from their class teacher, as their primary caregiver at school. They also have exposure to 'expert' voices, for example, National Online Safety, NSPCC, Narconon, Hope drugs Education and Child-net.

Our curriculum supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) of all.



As a school, we work closely with pupils, parents, local specialist support services, health professionals and others with local community knowledge to ensure our PSHE curriculum is relevant and holistic in its content and is supported through-out the curriculum, our school vision and values and collective worship. This gives children learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Online Safety, building resilience and nurturing mental and physical well-being, are prioritised.

Implementation of PSHE throughout the journey at our school:

Our children learn how

- to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- to keep themselves and others safe by 'Speaking out to Stay Safe'
- to conduct themselves and stay safe online
- to utilise their 'Helping Hand' of trusted adults for support and know Childline as another support
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- to appreciate difference and diversity
- to recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- to understand and manage their emotions
- to look after their mental health and well-being
- to develop positive, healthy relationship with their peers both now and in the future.
- to understand the physical aspects involved at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem

Pedagogy: How the Curriculum is Taught

The curriculum follows Kapow's progressive scheme of work – complemented by weekly Praise Party worships, with a PSHE Focus, Protective behaviours and The Three houses tool.

Within our PSHE curriculum these are the main elements:

- Teachers are confident and skilled in discussing sensitive and/or controversial issues.
- Teachers apply clear and appropriate learning objectives that are matched by well-considered, appropriate activities. Pupils' interest and active participation is secured through teachers using a wide range of imaginative and interactive resources and strategies.
- Effective discussion and debate are a very strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently, they develop critical skills, can evaluate information well and make informed judgements.
- Teachers are able to develop pupils' resilience and ability to resist peer pressure effectively; they help develop pupils' confidence well and strengthen their attitudes to learning across the school curriculum.



- Discrimination, including prejudice-based bullying and discriminatory language, is tackled robustly and called out by everyone when seen or heard.
- All lessons are recorded in books, by writing, illustrating, reflections, photos, taking or answering questions. This allows children time to focus on the lesson, play games to connect with one another and engage in discussion thoroughly during this time.

We increased the Online Safety provision due to an increase in social media in KS2.

Assessment

Children are given regular opportunities to reflect on and identify what they have learned. The personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects, and therefore teachers are looking to see who is able to understand the content through a variety of feedback and also ongoing behaviours. It is also important to acknowledge attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

Leaders will monitor the quality and impact of the PSHE Curriculum through a multi-faceted approach to assessment;

- Class teachers monitor children throughout the year and assess against specific objectives.
- Retrieval practice takes place at the beginning of every lesson in line with our commitment to embedding Rosenshine's principles
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback

Children complete a pupil voice questionnaire 3 x yearly – this is identified for whole school needs – cohort needs – individual needs

Curriculum Enrichment: We use a multi-faceted approach to enrichment within PSHE:

- Morning and afterschool clubs
- Charity fundraisers events
- Protective Behaviours
- Reflection time in lessons
- Working with the community
- PSHE/Mental health days
- Toolkits for managing emotions
- Using tools for growth mindset
- Promoting positive social skills Online safety teaching
- Liaison with outside agencies (school nurse, dentists etc.)
- PSHE/Mental Health Assemblies
- Praise Parties (collective worship) – diversity messages shared and celebrated
- PSHE displays

British Values

Children demonstrate and apply the British values of democracy, tolerance, mutual respect, rule of law and liberty. They are able to discuss why these values are important.

How does PSHE contribute to Cultural Capital

PSHE enables our pupils to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. To further enhance our ethos, we deliver events throughout the year to increase



<ul style="list-style-type: none"> • Specific, focussed programmes dealing with different aspects of PSHE (Pots and Scales, Time to Talk, Drawing and Talking etc). • Mental Health First Aiders • A Senior Mental Health lead • training provided by multiple agencies • Reading materials and range of resources 	<p>cultural capital and develop their learning through experiences and visitors. Including -</p> <ul style="list-style-type: none"> • NSPCC, Child-net, Narconon, Hope, GAV, Hazard Alley visits • Police/ Firefighter visits • Local sporting clubs • Professional of the month
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Spirituality -

Spiritual development within our PSHE is a fundamental aspect of children's personal progress that exists beyond faith or religious affiliation. We work to enable children to develop holistically in order that they become happy, fulfilled, spiritually aware, and socially and emotionally engaged.

Through these Spiritual Moments we provide opportunities for the children to reflect and think more deeply. This enables them to think carefully about the world around them and to consider the contribution they can make to it.

Impact -

PSHE education at St Mary's will help pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society.

From making responsible decisions about healthy lifestyle choices to succeeding in their first job, Our PSHE education will help pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Voice of child is monitored for impact for whole school – cohorts and individuals

Pupils are able to talk through their learning whilst referencing their PSHE books

We monitor child-on-child incidents for areas of learning/intervention needed

Learning walks look at the quality of delivery and the confidence of staff

Our overall impact is that we enable learners to ultimately become healthy, independent and responsible members of our wider community and society.