



**P.S.H.E Curriculum Delivery Document**

<p><b>Intent</b></p>	<p>Our intent is to deliver a PSHE curriculum which is accessible to all, providing opportunities and experiences for our children so that they know more, remember more and understand more- therefore maximising the outcomes for every child.</p> <p>Our PSHE curriculum is designed with the appropriate subject knowledge, skills and understanding to fulfil the duties of the National Curriculum whereby schools must provide a 'balanced and broadly-based curriculum,' promoting the spiritual, moral, cultural, mental and physical development of our pupils and preparing them to be global citizens, both throughout their primary school journey and in their future roles within a global community.</p> <p>We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. In addition, 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.</p> <p>As a result, they will become healthy, independent and responsible members of society, they will understand how they are developing personally and socially, giving them confidence to tackle many of the moral, social and cultural issues that are part of growing up.</p> <p><b>PSHE Association evaluated research 'A case for PSHE' indicates that</b> PSHE when taught well - helps keep children and young people safe, physically and emotionally healthy and prepared for life and work.</p> <p><b>PSHE Association evaluated research 'PSHE, Academic Attainment and Employability' indicates that</b> growing evidence suggests that the skills and attributes acquired through PSHE education have a significant impact on pupils' academic achievement, employability and future life chances.</p> <p>We deliver RSE as an integrated part of our PSHE curriculum to ensure that it prepares children with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. As a result, our children be emotionally equipped to embrace the challenges of creating a happy and successful adult life. We recognise the importance of giving opportunities for children to put this knowledge into practice so that they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.</p> <p>We acknowledge that everyone faces difficult situations in their lives and recognise the importance of children having opportunities to develop resilience so that they are aware of how and when to ask for help, and to know where to access support. We are aware that for many children, the distinction between the online world and other aspects of life is less marked than for some adults and that many children operate very freely in the online world spending considerable amount of time online. We take this into consideration when planning how to support them in distinguishing between different types of online content and making well-founded decisions.</p> <p>Our curriculum is taught over a two-year cycle (Year A and B) and within phases. Our progression grids support us to ensure that each phase develops understanding and skills and continues to build on their previous knowledge.</p>
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**Implementation**

**Pedagogy:** To ensure that children know more and remember more we use a pedagogical approach when teaching PSHE. Daily review is used to develop vocabulary and quizzes are used to remind children of previous learning and activate prior learning. New information and knowledge is introduced in small steps. Questioning is used to check understanding and develops overtime to support children to make connections, give opinions and apply their understanding and develop their emotional literacy.

Teachers uses the progression model to map a long-term plan for their phase. The sequencing of content to be taught across each unit is planned in more detail allowing links to other subjects where these are meaningful so that opportunities to practice in relation to real life are interwoven throughout the years, leading to children over time, knowing more, remembering more and understanding more. As a result, children will know how to be safe and to understand and develop healthy relationship both now, and in their future lives.

**Resources:** To ensure that the children get the best support in lessons, children have access to various resources to help them find out more. In our classrooms we have I pads and computers (which are rotated through the different classes), children have opportunities to use these to research and factual information about areas for discussion and learning.

In our reading corners, children have access to a range of texts and picture books, magazines and newspapers which explore the themes covered throughout our PSHE curriculum. In addition, the texts within our Power of Reading allow further opportunities for children to discuss and explore the issues these are raised in relation to their book study.

We use 'Picture News' as a resource to allow opportunities for children to learn about our world, develop independence, resilience, respect and unlock their own drive and passion for learning. Teaching the news not only provides great content and stimulus and grips children's attention, it is also something that the children can impact. It is current, happening now and so their voice is given meaning and purpose. They are taught that 'It is our world and we all matter.' Through teaching news stories our children are encouraged to have a voice and to use it to impact things they are inspired by or feel passionately about.

We are currently embedding a clear and comprehensive Primary PSHE scheme of work in line with the National Curriculum called 3D PSHE to support the teaching of PSHE and RSE. The Scheme of work develops fully-rounded children who are healthy, sociable and emotionally literate. It covers key concepts and skills enabling fulfilment of our statutory responsibility to support pupils' SMSC (moral, social and cultural) education, focusing on Health and Wellbeing, Relationships and Living in the Wider World. Naturally, British Values are at the heart of 3D PSHE

**Delivery method:**

The spiral curriculum starts in EYFS and follows the children through to Upper key stage 2. The distribution of the lessons are complemented by a specific focus on key campaigns throughout the year such as Anti-bullying Week. Safer Internet Day, Mental Health Week, Careers Week, Friendship day, NSPCC Days.

Teaching includes open learning activities which suit the ethos of PSHE. Activities allow opportunities for discussion and debate, providing opportunities for pupils to develop their skills, knowledge and attitude. The impact of children debating or discussing- even practising using language or talking about feelings can help them develop key skills for the future.

PSHCE is taught both discretely through assemblies and restorative practice and through the day to day life of the school. As a school we are committed to ensuring that our children have every opportunity to develop socially and emotionally as empathy and understanding are integral to their future development as rounded people.

This is not a separate area of the National Curriculum but PSHCE runs seamlessly through all we do.

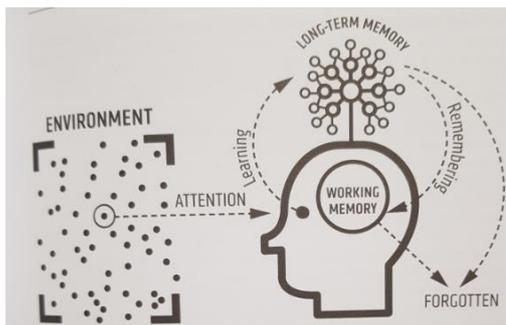
**Learning walls:** In every classroom we use working walls which enable children to refer back to key vocabulary and knowledge all the time. These walls develop overtime with the pupils input and are used to scaffold pupils thinking. The impact of this is that the knowledge and vocabulary become embedded in pupils learning. In addition, PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.

<b>Impact</b>	<p>Pupil voice will show that children can talk about their PSHE knowledge and understanding with developing confidence using the correct vocabulary.</p> <p>Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.</p> <p>Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.</p> <p>The large majority of children will achieve age related expectations across the wider curriculum.</p> <p>Children will become healthy and responsible members of society</p> <p>Children will be on their journey preparing them for life and work in modern Britain.</p> <p>Children will develop positive and healthy relationship with their peers both now and in the future.</p> <p>Children will understand the physical aspects involved in RSE at an age appropriate level.</p> <p>Children will have respect for themselves and others.</p> <p>Children will have positive body images.</p>
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For detailed breakdown of this, please refer to the Intent, implementation and impact document.

**How do we ensure that knowledge gained is transferred from working memory into long term memory?**

Staff in school have based their strategies on Rosenshine's principles in action (bridging research and classroom practice):



What do our lessons look like			
<u>Introduction</u>	<u>Teaching input</u>	<u>Pupil activity</u>	<u>Ongoing assessment</u>
Daily review	Present new materials using small steps	Guide student practice	Ask questions
	Provide models	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

Strategies identified	What do we expect to see in our PSHE lessons?
<b>Daily review</b>	Academic or subject vocabulary that has been taught will be modelled throughout daily teaching and contact time, in both PSHE and wider curriculum lessons. Short PSHE quizzes and practice activities involving discussion and debate are used to ensure that learning is relatable and exciting.
<b>Present new materials using small steps</b>	Teachers introduce new learning in small steps. They break all material down into achievable, repeatable steps to build children's confidence, competence and retention.
<b>Ask questions</b>	Subject specific questions help children practice new information and connect new material to their prior learning. The teacher would question children around the specific knowledge and vocabulary they have been using in this and other modules. Checking that children are learning what is being taught correctly.
<b>Provide models</b>	Expert teachers / peer models identified in the learning would exemplify the specific skills / knowledge required for the task. Clips from resources such as BBC Newsround, 'Picture News' and Oak Academy can provide opportunities for discussion and development of awareness for pupils.
<b>Guide student practice</b>	Successful teachers spend more time guiding students' practice of new material. It will be forgotten unless time is given for rehearsal. Lessons and assemblies ensure ample opportunities for children to develop and practise emotional literacy. Where misconceptions are exposed, teachers give more opportunities for learning from different perspectives and opportunities for discussion.
<b>Check for student understanding</b>	Checking understanding at each point can help students learn. We would expect to see tasks / skills broken down into very small chunks, with regular assessment checking from teachers throughout. PSHE is a fun an engaging lesson which allows the children to relax, as they are not assessed on their academically ability. They are free to discuss and ask questions based on things that they see or experience in their life outside of school. Pupils are not always expected to produce written work which allows all pupils to access and take part in discussions and learning.
<b>Obtain a high success rate</b>	<p>In PSHE, we would expect to see that throughout their journey in our school pupils are making progress based on their growth and level of maturity. It is evident when a child is making progress by the way they speak and the vocabulary that is used.</p> <p>PSHE lessons are engaging, interesting for the child, with a buzz of learning in the atmosphere. Lessons are enjoyable and offer children a safe and comfortable space to learn and ask questions and make comments.</p> <p>We can see PSHE developing the following skills knowledge and attitudes:</p> <ul style="list-style-type: none"> <li>Children building resilience and coping strategies &amp; tolerance</li> <li>Confident risk taking children</li> <li>Developing understanding of how the world works, British laws and values</li> <li>Sense of belonging</li> <li>Healthy safe children</li> </ul>
<b>Provide scaffolds for difficult tasks</b>	The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks. So, for example, children may progress from high levels of adult support and resourcing to them becoming more proficient to independently undertake tasks. Children may for example use many forms of teacher modelled vocabulary and questioning. Clips and images are used to engage learners and develop understanding.
<b>Independent practice</b>	Children should have the opportunity to practice regularly and independently to transfer the knowledge into their long-term memory. For example, teachers will repeatedly use the language taught in PSHE and demonstrate thought processes when discussing scenarios until children are able and confident in applying these skills independently
<b>Weekly and Monthly Review</b>	Children need to be involved in extensive practice in order to develop well connected and automatic knowledge. Weekly reviews can take place in PSHE lessons, where teachers return to knowledge learned in a previous unit, and following a period of forgetfulness the children use that knowledge again. Monthly reviews are planned in by the class teacher, where children undertake a task using knowledge from a previous unit after a month.



### PSHE overview

	<b>Core 1: Health and Wellbeing</b>	<b>Core 2: Relationships</b>	<b>Core 3: Living in the Wider World</b>
<b>KS1</b>	Unit 1: Healthy Lifestyles	Unit 1: Communication	Unit 1: Rules and Responsibilities
	Unit 2: Hygiene	Unit 2: Bullying	Unit 2: Communities
	Unit 3: Changing and Growing	Unit 3: Fairness	Unit 3: Money and Finances
	Unit 4: Emotions	Unit 4: Family and Friends	
	Unit 5: Keeping Safe		
<b>LKS2</b>	Unit 1: Physical, Emotional and Mental	Unit 1: Communication	Unit 1: Rules and Responsibilities
	Unit 2: Healthy Lifestyles	Unit 2: Collaboration	Unit 2: Collaboration
	Unit 3: Nutrition and Food	Unit 3: Bullying	Unit 3: Discrimination
	Unit 4: Aspirations	Unit 4: Similarities and Differences	Unit 4: Economic Awareness
	Unit 5: Emotions	Unit 5: Healthy Relationships	:
	Unit 6: Safety		
	Unit 7: Growing and Changing		
	Unit 8: First Aid		
<b>UKS2</b>	Unit 1: Health	Unit 1: Communication	Unit 1: Rights and Responsibilities
	Unit 2: Nutrition and Food	Unit 2: Collaboration	Unit 2: Diversity
	Unit 3: Aspirations	Unit 3: Similarities and Differences	Unit 3: Economic Awareness
	Unit 4: Emotions	Unit 4: Healthy Relationships	Unit 4: Enterprise
	Unit 5: Safety		

### **Knowledge and skills progression**

Each unit of work is carefully planned, to ensure that knowledge and skills build progressively across each year group. Children are exposed to a range of themes and ideas across the core domains of Health and Wellbeing, Relationships and Living in the Wider World.



## Vocabulary progression

### Core 1: Health and wellbeing

#### EYFS

Boy, girl, family, different, same, face, skin, hair, body, like, don't like, clean, smelly, sponge, towel, hands, washing, brushing, teeth, getting dressed, undress, safe/unsafe.

#### Year 1

Vocabulary of the previous year plus; physical, behaviour, safety, gender, characteristics, dislike, respect, private parts, new-born, baby, toddler, child, teenager, adult, comfortable, uncomfortable, rules.

#### Year 2

Vocabulary of the previous year plus; healthy eating, physical activity, risk, opinion, similar, sex, gender, stereotype, male, female, body parts, diet, tolerance, offspring, elderly, normal, emotions, feelings, emergency, penis, vagina.

#### Year 3

Vocabulary of the previous year plus; fostering, young carer, physical, mental, mutual, responsibility, appropriate, internet, safety, consideration, hygiene, goal, consequences.

#### Year 4

Vocabulary of the previous year plus; lifestyle, unexplainable, wellbeing, isolation, loneliness, harmful, self-care, limited, benefit, physical/emotional, change, privacy, marriage, love, target, achievement, hygiene, medicines, nutrition, consequences.

#### Year 5

Vocabulary of the previous year plus; puberty, menstruation, menstrual cycle, sanitary towel, tampon, periods, cycle, protection, hair, pubic hair, armpit/underarm, deodorant, bra, breasts, sweat, gestation, period, pregnancy, sperm, ovum, fertilisation, egg, misunderstanding, substance, misuse, medicine, alcohol, drugs, tobacco, aspiration, reproduction, birth.

#### Year 6

Vocabulary of the previous year plus; peer pressure, negative, pressure, conception, foetus, umbilical chord, ovary/ovaries, fallopian tube, wet dream, erection, ejaculation, embryo, genital, organ, mature, testicles, reproductive, organs, bereavement, transition, abuse.



## Core 2: Relationships

### EYFS

Mum, dad, sister, brother, grandparents, auntie, uncle, sharing, bullying, family.

### Year 1

Vocabulary of the previous year plus; kindness, fairness, relationship, feelings, sharing, name-calling.

### Year 2

Vocabulary of the previous year plus; opinion, listening, caring, teasing.

### Year 3

Vocabulary of the previous year plus; communication, co-operation, relationship, friendship, self-esteem, aggressive, negative/positive behaviour, tolerance, anonymous.

### Year 4

Vocabulary of the previous year plus; consideration, peer-pressure, resilience, persistence, cyberbullying, bystander, empathy, diversity, consequences,

### Year 5

Vocabulary of the previous year plus; collaboration, prejudice, conflict, resolution, boundaries, gender, discrimination, permission, seeking.

### Year 6

Vocabulary of the previous year plus; physical, contact, racial, discrimination, confidentiality, respect, prejudice, conflict, resolution, boundaries, consent, intercourse, communication, appropriate/inappropriate.

## Core 2: Living in the Wider World

### EYFS

good/bad choice, school rules, local area, money, notes, coins, bank.

### Year 1

Vocabulary of the previous year plus; right, wrong, fair/unfair, rules, borrowing, making choices, jobs.

### Year 2

Vocabulary of the previous year plus; right, wrong, fair/unfair, rules, making decisions, local environment, spending, saving.

### Year 3

Vocabulary of the previous year plus; communities, groups, laws, responsibility, local organisations, charity.

### Year 4

Vocabulary of the previous year plus; discrimination, stereotype, financial, management.

### Year 5

Vocabulary of the previous year plus; democracy, sovereignty, dictatorship, government, monarchy, community, roles, budget, loan, tax, interest, discount.

### Year 6

Vocabulary of the previous year plus; anarchy, United Nations, equal rights, human right, authority, diverse, community, financial, capability, economic, wellbeing, culture, traditions, enterprise, profit, loss, debt, interest.

### Assessment and work recording strategies

The nature of PSHE education is such that we cannot make any assumptions, based on a pupil's age or year group, about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is vital that we carry out a baseline assessment before we teach anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place. The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health).

Activities which are used to assess learning include; discussion and questioning, role-play, hot-seating, freeze-frame and other drama techniques as well as other tasks such as responding to a scenario, picture or video clip. Recording, although not compulsory, is achieved through such tasks as spider diagrams, mind maps and graffiti walls which may be revisited to evidence progress in learning.



#### 1. Baseline assessment

*Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').*

#### 2. Assessment for Learning (AfL)

*Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.*

#### 3. Assessment of Learning (AoL)

*At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.*