

PSHE

Subject Information

September 2022

<p>Our Vision (Intent)</p>	<p>We believe that our children should have the aspiration and opportunity to 'Live life in all its fullness' John 10:10 and 'Shine like stars in the sky' Philippians 2:15.</p> <p>Our curriculum is based on a consideration of the contextual needs of our cohorts and families, our local context and government requirements, in addition to curriculum research; this has helped shape our vision and intent.</p> <p>Our curriculum is a journey and never a finished article. It is reviewed at least annually to ensure it is still meeting the needs of our children in an ever changing world.</p> <p>Our aspiration for our children has been framed into our 6 golden threads which we feel our children need to be able to do to 'shine like stars' and 'live life in all its fullness'. This ensures the opportunities for these are always a focus within school, and throughout a child's journey in school. We want our children to:</p> <ul style="list-style-type: none">• Become life-long readers• Be confident communicators• Be spiritually, mentally and physically healthy• Be creative• Be curious• Understand and embrace the wider world
<p>Curriculum Design (Intent)</p>	<ol style="list-style-type: none">1. We always start with the child and their experiences: what they know and is familiar to them. We then move outwards until we reach the wider world and wider world views.2. We always work from knowledge acquisition to application, in carefully sequenced learning journeys which build systematically on previous learning. This ensures both an inclusive and ambitious approach for all our learners.3. We work to a four-year plan in KS2 for Science, Geography, History, Art and DT with concepts in these running over a year, rather than a terms over a series of years: This ensures that our curriculum is systematically, cohesively and robustly planned and delivered to our children in a manner in which helps them to immerse

	<p>themselves in a subject for deeper learning. (This also negates the effect of the impact of changing class structures). It also allows us to make pertinent links between interdisciplinary knowledge across our long term plan to allow the children to frame their learning within a larger concept in order to help them to retain this.</p> <p>4. We work to a two-year plan for PSHE, RE, Computing, French and Music as these disciplines contain more age specific knowledge and skills. Computing, French and PSHE are all delivered across the federation in two-year group structures</p> <p>So that our children know more, remember more and therefore can do more.</p>
<p>Subject specific design</p>	<p>We believe that PSHE is an integral part of our curriculum and runs through everything we do. It is important because: Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.</p> <p>We bear in mind ‘During the next 15 years I am going to...’ when reviewing our PSHE curriculum in an ever-changing world. Our curriculum map is based upon the PSHE Programme of Study, produced by the PSHE Association, which uses a thematic model.</p> <p>There are three core themes within the programme of study, within which there will be broad overlap and flexibility:</p> <ol style="list-style-type: none"> 1. Relationships 2. Living in the wider world 3. Health and wellbeing <p>Our Christian Values of kindness, love, patience and peace are woven through our PHSE curriculum during every lesson, along with half-termly focus on our ‘Golden Threads’: Good communicators, Being Creative, Lifelong Readers, Being Curious, Understanding and embracing the wider world and Being spiritually, mentally and physically healthy.</p> <p>The curriculum map below shows an outline of the programme coverage, which is being developed into a rolling programme for different key stages across the federation.</p>

<p>Implementation Key Principles</p>	<ul style="list-style-type: none"> • Has clear rationale for mixed age classes based on a two-year cycle (Years A&B) for Y1/2, Y3/4 and Y5/6* • Objectives are taken from the PSHE Association thematic model in line with our bespoke federation plan. Each term has a mix of objectives for the two-year groups so that there is not just a focus on one year group (to avoid a cohort constantly following units either above or below their year group). • Focuses on the key knowledge – teaching less but better. • Is concept driven not content driven: Prioritises thinking rather than task • Uses high quality materials – fit for purpose (see below) • Employs techniques which will deliberately help children transfer learning to long term memory • Is responsive – it is acknowledged that there may well be occasions when it is felt that a PSHE lesson should be used to address a particular issue or concern that has arisen in a class (rather than what is on the plan). • Puts a high value on the acquisition and understanding of vocabulary • The KOs will be in books and have explicit vocabulary outlined <p>* Professional judgement is used to tweak plans due to the maturity and experiences of a particular cohort, particularly in KS2.</p> <p>We use SCARF resources to support our teaching of PSHE. This is a whole-school approach which promotes positive behaviour, mental health, wellbeing, resilience and achievement. Provided by Coram Life Education, SCARF is based on values of Safety, Caring, Achievement, Resilience and Friendship. Meeting all DfE requirements for statutory Relationships and Health Education, SCARF is mapped to the PSHE Association's Programme of Study.</p> <p>Our Zones of Regulation approach is used in partnership with PHSE teaching to support our pupils to understand and communicate their feelings confidently.</p> <p>For the detailed breakdown of the above please see CIP.pdf The nine principles of cognitive science – Daniel Willingham</p>
<p>How/When do we assess our children and their progress and attainment?</p>	<p>Unit assessment</p> <p>Progression and assessment tools are embedded in the SCARF programme. These include pre- and post-assessment activities as well as 'Recording Reflections on Learning' materials which can be adapted by the teacher to be more closely in line with the PSHE Association units.</p> <p>As with all subjects, these provide:</p>

	<p>Pre-essential learning assessment Ongoing AFL Post essential learning assessment at the end of unit (Recorded and reported to SL)</p> <p>Annual assessment End of year assessment of the post essential learning assessment (Recorded and reported to SL) 'I can statements...' for emerging, expected and exceeding can be found within the SCARF programme.</p>
<p>How do we ensure our children have retained this knowledge? When/how do we revisit?</p>	<p>Sheep tracking x 1 formal revisit at the start of the next term (no recording needed) Informal/incidental sheep tracking/link making at the start of lessons, lining up, etc. (no recording needed)</p>