

Subject on a page

PSHE

Our aims are that our PSHE curriculum will...

At Grace Mary, we provide a safe and nurturing space for children to learn more about themselves and those around them while teaching them knowledge, key skills and strategies in order to make informed choices to navigate the complexities of life in the 21st Century.

INTENT



Enable our pupils to understand their emotions, express them using the correct vocabulary and to have strategies to regulate these in a safe way.



For pupils to have age appropriate knowledge on the difficulties and responsibilities that they may face both on and offline and have the knowledge to keep themselves safe.



For pupils to have excellent knowledge to make informed decisions to keep their bodies and minds happy, safe and healthy.



To enable our pupils to have a good understanding of the diverse society in which we live and to ensure they show respect for others.



To teach pupils when and where they can seek support for their physical and mental health should they need this.



Provide our pupils with the opportunity to: express themselves within a safe and supportive learning environment that promotes a positive space for pupil health and well-being where they can learn from one another.

IMPLEMENTATION

-How do we achieve our aims?

At Grace Mary we believe that relationship and health education provides the foundations for all pupils to build on to lead successful, happy, healthy lives. Lessons are taught discreetly using a wide range of resources including stories, scenarios, video clips and role play to provide the opportunity for children to engage in real-life and current topics in a safe and structured way. There are meaningful opportunities for cross-curricular learning, in particular to Computing and Science which provides consistent messages throughout the age ranges including how and where to access help. As such PSHE provides transferrable knowledge and skills that are relevant to other subjects in the curriculum and their life outside of the classroom.

Progression model

To ensure that pupils develop secure knowledge and skills that they can build on, our PSHE curriculum is organised into a progression document that outlines the skills and vocabulary to be taught in a sequenced, spiral programme. We use the Jigsaw PSHE curriculum.

Grace Mary value the necessity for and impact this curriculum has for our pupils and therefore one hour lessons are planned for and taught weekly.

EYFS, KS1 and KS2

Guidance is taken from development matters and the national curriculum which outlines the expected curriculum to be taught. In practice, the Jigsaw PSHE curriculum is taught from Reception to Year 6. We also invite outside agencies e.g. school nurses, local charities and youth drama services to enhance the curriculum where appropriate.

IMPLEMENTATION (continued)

Flexibility

At Grace Mary we promote the fact that the PSHE needs to take a flexible approach. Staff teaching PSHE are aware of what needs teaching but also that the subject in itself is required to teach pupils skills for life. Therefore, should issues arise e.g. an issue on the playground or online, in the year group the lessons can be changed to address the needs of the class at that time. Real life links, specific to those children, are made in lessons to enhance learning opportunities.

Just as a range of media types are used to teach the lessons, a range of recording methods are also used. These vary from written tasks, group discussions, role-play, creating artwork, videos, presenting.

Assessments

Formative

- Children's knowledge, understanding and skills in PSHE are assessed by making observations of the children working during lessons. Teachers use this ongoing assessment to plan next steps and make curriculum adjustments.
- Feedback is given to children by their teacher or peers which is linked to outcomes identified in the curriculum planning.
- Teachers frequently check pupils' understanding to identify 'gaps' and misconceptions
- Regular recapping and discussions of previous content is evident in all lessons. Recapping and discussions support pupils in retaining knowledge in long-term memory.
- Outside of the classroom - observations of pupil's actions taken or comments when taught information is implemented around school arise e.g. friend disputes. Children are encouraged to reflect upon the actions in order for them to be prepared to respond appropriately in the future.

Summative

- Regular opportunities are built in for pupil voice so that the PSHE lead can judge the effectiveness of the curriculum.
- Through discussion and feedback, children talk articulately using key vocabulary to describe key vocabulary and how they would respond in certain scenarios. They can talk about the decisions they made justifying why they did so.

IMPACT

-How will we know we have achieved our aims?



Children can articulate their emotions and put into practice strategies that help them flourish.



Children can talk articulately in relation to dangers and to keeping themselves safe and justify their decisions.



Children can make their own, informed choices on what is right for them and their bodies and justify these choices.



Children can identify similarities and differences between themselves and others in a respectful way.



Children can identify a range of agencies to support their physical and mental well-being.



Pupils express themselves confidently, acknowledging the views of others and explaining why they might view matters differently.