

Caton St Paul's C of E Primary School PSHE Curriculum Statement

INTENT	At Caton St Paul's C of E Primary School we aim to provide a broad and balanced PSHE curriculum with high quality teaching at the core. Recognition is given to the importance of PSHE in everyday life in the present and future life including in: relationships, employment, living in community, keeping safe and growing and changing. Teaching and learning will be enriching, purposeful and conducted in a safe secure learning environment. We intend that all pupils: Will be prepared for adult life by supporting them through physical emotional, mental, social, spiritual and moral development. Pupils will be supported to confidently make informed and safe life choices. The intention is for pupils to respect themselves and others, as they move through adolescence into adulthood.				
	<u>Vocabulary:</u> Our intent for vocabulary in PSHE is to expose all pupils to year group specific PSHE language. Teachers will share with the pupils the vocabulary that will be required to be used at the start of the lesson. Pupils will be expected to use vocabulary both verbally and in written form to discuss, reason and communicate, topics and issues covered. Teachers will allow children to verbalise their thought processes and encourage the use of correct terminology and vocabulary when doing this.	<u>Knowledge/Skills:</u> The intent of PSHE in school is to create a knowledge and skills lead PSHE curriculum that as a church school, is underpinned by the twelve Christian Values. Throughout their time at CPS, pupils will be given regular opportunities to apply their K&S in PSHE lessons, across subjects and in the wider roles in school, through a range of practical, collaborative and written work.	<u>Progression:</u> Teachers will plan lessons that cover the K&S that are expected for each year group. Teachers planning and teaching will ensure they are covering the statutory and non-statutory, elements of the PSHE curriculum for each year group. Teachers will plan lessons that build upon K&S and ensure there is deep understanding so that all children master learning and development. Mixed aged planning will incorporate K&S for each specific year group meeting the needs of all children.	<u>Concepts:</u> PSHE at CSP will offer children a powerful and meaningful way of communicating, understanding and developing in social, cultural, emotional, relational, moral and physical dimensions of the world in which they live. The intention is that studying and engaging in PSHE at CSP will stimulate curiosity, foster creativity and equip children with K&S they need in life beyond CSP. The intent is that all children will have a solid understanding of the main areas of PSHE so that they are prepared to engage confidently with the challenges of childhood, adolescence and adult life. Make safe choices, respect themselves, form and maintain worthwhile and satisfying relationships.	
IMPLEMENTATION	<u>Inclusive teaching and learning:</u> In PSHE all teachers will implement adapted and personalised teaching and approaches, materials and resources that accommodate the learning needs of all pupils. In order to ensure the PSHE curriculum meets the needs of all pupils, the school's approach will be: - Understanding of different lifestyles - Accept and celebrate difference - Encourage respect and challenge any abuse and exploitation CSP will provide a safe and secure learning environment that is non-judgemental, where teachers use distancing techniques, pupil agreements, anonymous question box in each class.	<u>Subject coverage/curriculum:</u> The PSHE curriculum follows the statutory and non statutory content set out by the Department for Education, within the context of being a Church School. CSP has created a bespoke thematic PSHE curriculum based on this content and all teachers use this planning. The curriculum is implemented using a spiral curriculum of three themes throughout the school: relationships, Living in the Wider World and Health and Wellbeing, thereby giving deeper understanding, connecting, revisiting and recapping. Careful planning will be undertaken to ensure children will cover content at the age appropriate time. It is important that children can explore PSHE and present their learning in written, visual and verbal forms. Opportunities and cross curricular links are made in Science, RE, PE and Computing.	<u>Resources:</u> The implementation of higher quality teaching and learning in PSHE is supported by all teachers having access to online resources and texts to support their planning and teaching. CSP uses PSHE Association, 1Decision, Goodness and Mercy, Premier League Stars, NSPCC, internet safety resource, amongst many others available, teachers have access to. Children have access to relevant PSHE books in each classroom	<u>SMSC:</u> This is a thread that runs throughout and is embedded throughout the PSHE curriculum. Children are provided with opportunities to use their K&S in real life contexts, applying and exploring them.	
	<u>Local context:</u> CSP is located in a rural village setting, that has a number of water features. The children have limited exposure to different ethnicities, cultures, faiths and limited experience of city/town life, or commuting on public transport. These idiosyncratic elements have a direct impact upon children attending the school and this is taken into account in planning and teaching PSHE lessons.	<u>Adaptations and Prioritisation:</u> We have recalibrated the PSHE curriculum to take account of missed learning and the impact on the physical and mental well being of children. PSHE planning will consider disrupted schooling in the past two academic years and focus on ensuring basic K&S are secure. Key topics will be prioritised and local health needs questionnaire data and 'fingertips' local data, will be used to inform planning. Informal assessment at the start of each lesson/topic will guide the teaching for that unit. Any particular class or school issues that arise during the course of a term, will be responded to in planning and teaching by the class teacher.	<u>Evidencing teaching and learning:</u> All children will be encouraged to represent their PSHE thinking, understanding, knowledge and skills, in a variety of ways. PSHE permeated many aspects of school life including the playground, roles and responsibilities in School Council, Eco Club, School Sports Games Committee. Assessment will be in the form of baseline and end of topic assessments. Each child will have a learning journal that continues with them throughout their school journey. Each class will also have a floorbook to collate evidence of work undertaken. A PSHE display board will also evidence children's work.	<u>Primary and Early Years overview</u>	
				EYFS and Primary National Curriculum	
			Relationships	Living in the Wider World	Health and Wellbeing
				British Values	
			Tolerance Mutual Respect	Democracy Rule of Law	Individual Liberty
IMPACT	By the end of the Early Foundation Stage and each Key Stage, pupils are expected to know, apply and understand the skills and processes specified in the subject of PSHE (EYFS and National Curriculum)				
	<u>Pupil voice:</u> Our whole school curriculum approach means listening to the voices of everyone in the school community. School council is a platform for pupils to discuss relevant and current issues. Picture News is used to encourage debate of current issues. The use of the question box in each class provides a means for the pupil voice to be heard. Responses will be used to assess the impact of our current curriculum and make changes necessary to continue to engage and inspire the children.	<u>Knowledge:</u> Children will learn about physical, moral, spiritual, and emotional development including: the importance of family life, valuing stable and loving relationships based on the Christian values of respect, love and care, aware of and understand personal physical development at the age appropriate time and live in the wider world and community, in relation to British Values.	<u>Skills:</u> Children will have the resilience, emotional and spiritual tools to understand the world in which they live, to manage successfully relationships, live safely on and offline and manage their growing and changing bodies. Children will grow, learn and develop healthy behaviours and relationships in the world and country, in which they live.	<u>Cultural capital:</u> Our children face unique economic, environmental, emotional, cultural and humanitarian challenges. Children will explore British Values and the impact of them in their lives, through engagement with current affairs. They will engage with adults from different career backgrounds, faiths and religions, during PSHE lessons.	

