



St. Peter's Church of England Primary School

PSHE CURRICULUM STATEMENT

Introduction

At St. Peter's, PSHE forms part of our enchanting curriculum and benefits from subject-specific teaching throughout key stage 1 and key stage 2. A unit of work is completed every half term.

A high-quality education in PSHE **open doors** to our learners of the knowledge of finance, drugs, health, citizenship, personal safety, relationships and sex, in order for them to lead a healthy lifestyle and become an independent, responsible citizen.

Curriculum Vision

A St. Peter's citizen is given the opportunity through our Personal, social, health and economic education (PSHE) to become a healthy, independent and responsible member of society. They understand how they are developing personally and socially, and have the skills to tackle many of the moral, social and cultural issues that they will face in their future. They are **respectful** of others and understand, and are proud of, what makes them unique. They understand their rights and responsibilities and have an appreciation of what it means to be a member of a diverse society. They have a sense of self-worth and play a positive role in contributing to school life and to the wider community.

A St. Peter's citizen has the tools to become a resilient, **courageous** individual, who are able to recognise the needs of their own mental and physical wellbeing. They understand where they can access support from and are **compassionate** towards the needs of others. They are emotionally intelligent and have the ability to articulate their feelings in order to maintain good mental health.

A St. Peter's citizen understands how to form and maintain positive relationships with others. They confidently share their opinions and are **respectful** of the views of others, understanding that these may be different to their own. They recognise how to keep themselves and others safe. They value themselves and have the assertiveness to make their own decisions, both today and in the future.

Provision, Planning and Delivery

Our Provision

We enact our vision for PSHE through:

- Ensuring our curriculum includes opportunities to develop the skills, knowledge and understanding of personal, social, health, emotional and citizenship concepts.
- Implementing a spiral curriculum that gives our learners the opportunity to build upon key concepts and embed core values and principles.
- Providing opportunities for our children to understand issues relating to their own health, personal care, sexual development and relationships.
- Providing pupils with strategies with how to maintain their own wellbeing and recognise when they may need support as well as signposting them to external support agencies.
- Equipping our pupils with the skills and knowledge of how to keep themselves and others safe.
- Enabling our learners to form appropriate relationships, as well as giving them a sense of dignity and respect for each other.
- Developing personal responsibility, self-confidence and assertiveness.
- Promoting an atmosphere that celebrates equality and diversity.
- Enhancing pupils' self-esteem and valuing themselves.
- Empowering learners to have more control over their own lives and the choices they make.
- Experiencing first-hand the British values and attitudes within our school and the wider community.

- Embedding our school values into each unit, giving pupils the opportunity to live out these out.
- Promoting and providing children with the specific vocabulary to enable them to communicate their ideas and opinions successfully to others.

Planning

Compliance with the PSHE long term plan ensures that learners access a broad and balanced curriculum throughout their time at St. Peter's. The curriculum provides opportunities to develop learners' skills, knowledge and understanding of health, relationships and citizenship.

PSHE is taught in both key stages following a series of units that have an over-arching theme across the whole-school. This ensures learners have the opportunity to revisit key concepts and build upon their learning from previous years. Medium-term plans are provided for each unit, which outlines the key learning, vocabulary, videos featuring real life scenarios and suggested activities/discussion points. These include links to other curriculum areas and potential visitors/visits which will enhance the learning. Planning is also enriched with drop-down days, external visitors and visits out. Each unit has a knowledge organiser that outlines the key learning and vocabulary that will be taught.

Delivery

The PSHE curriculum in Key Stage 1 is delivered every half term during discrete PSHE lessons. In Key Stage 2, the curriculum is delivered intensely over half of the year, with double lessons of PSHE per week. To enable pupils to be immersed in their study, lessons are organised into blocks, with lessons lasting 45 minutes. For some units, objectives may also be covered as part of enrichment days, themed days such as Internet Safety Day or Mental Health Week, or they may be linked to other areas of the curriculum. The lessons may include visits out or visitors in.

Progression



To ensure progression in PSHE, our curriculum is organised to progressively deepen learners understanding of the **keys** to PSHE. These are:

- Keeping/Staying Safe
- Keeping/Staying Healthy
- Being Responsible
- Feelings and Emotions
- Computer Safety
- Our World/The Working World
- Y1 – Y3 - Fire Safety
- Y1 – Y3 - Relationships
- Y4 – Y6 – Growing and Changing
- Y4 – Y6 – First Aid
- Y4 – Y6 – A World without Judgement

Through each of the contexts studied in depth, the keys to PSHE are embedded and taught at an appropriate complexity. See the PSHE Progression map for more information.

Assessment, Recording and Reporting

Assessment

Teachers assess children's knowledge, understanding and skills in PSHE at the start of each unit by completing a Baseline Assessment. This guides teachers to make decisions about whether any elements of the previous units need to be retaught and shape the learning journey going forward.

Throughout each unit, teachers continue to assess children's knowledge, understanding and skills by making observations within lessons and by reviewing any written evidence at the end of each lesson. Outcomes from this assessment are then used to formatively re-shape the learning journey for individuals and whole classes as necessary. From this ongoing assessment, teachers make decisions to re-teach, consolidate or extend learning in the subsequent

session.

At the end of a whole unit, in years 3 and 6, children complete a summative assessment and self-assessment of their learning. Teachers then use this information to reteach any areas that the children have less understanding and knowledge of.

Teachers complete a tracker of the units they have taught, which is passed on to the next teacher to inform their planning for the subsequent year.

Recording

Learning in PSHE is recorded in floor books. Evidence may include child-produced written work, post-it notes or drawings, whereas others may involve photographs or teacher notes from discussions or observations. There is not an expectation for pupils to record after every lesson as many of the lessons are discussion based or practical.

Reporting

Children's achievements in PSHE are formally shared with parents and carers annually, as part of their end of year report and informally through termly open door events and parent consultation appointments.

Policy into Practice

The following serves as a list of supporting documents and resources which support this policy in practice:

- PSHE Long Term Plan
- PSHE Progression Maps