

Great Bardfield Primary School Curriculum Statement for:

PSHCE

Intent:

At Great Bardfield Primary School, our Personal, Social and Health and Citizenship Education (PSHCE) curriculum aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives. We believe that a well-delivered PSHCE curriculum has a positive impact on both academic and non-academic outcomes for pupils, particularly those most vulnerable and disadvantaged. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

The key aims of our PSHCE curriculum are to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

Implementation:

At Great Bardfield Primary School our PSHCE Curriculum is delivered through a combination of discrete teaching sessions and enrichment activities such as assemblies, special days, celebrations and events as well as through our key skills (respect, resilience, reflectiveness, resourcefulness and responsibility) and school values. It is important to note that knowledge and understanding are interlinked; learning from one area may be pertinent to others, therefore teachers will deliver lessons that may:

-explicitly teach *about* an issue: the lessons that offer factual information

-explicitly teach how to *manage* an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue

-underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning.

Our taught PSHCE Curriculum is implemented within the context of three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world (including economic wellbeing and aspects of careers education).

Subject Leaders are provided with an additional three planning days per year in addition to their PPA, to plan and monitor the curriculum, resources and any staff training needed.

As part of the teaching and learning process, teachers will plan and deliver the following as part of PSHCE lessons:

- A medium term plan which outlines knowledge and skills (including vocabulary) all children must master;
- A sequence of lessons that takes account of how the children are learning and how they self-lead their learning;
- Opportunities to work with experts in the field and learn from their work ethic and demonstrations of good practice.

Impact:

Our PSHCE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory

responsibility to promote pupils' wellbeing. In addition, the learning provided through our comprehensive PSHE education provision is essential to safeguarding pupils.

We measure the impact of our curriculum by considering to what extent our children:

- are able to talk about and demonstrate our five key skills (5Rs)
- are able to talk about, remember and utilise what they have learnt in PSHCE
- demonstrate a healthy outlook towards school – attendance will be at least inline with national and behaviour will be good
- meet age related expectations across the wider curriculum in addition to the core subjects
- recognise and understand the British Values of Democracy, Tolerance, Mutual respect, Rule of Law and Liberty (KS2)
- develop positive and healthy relationships with their peers
- understand the physical aspects involved in RSE at an age appropriate level

We do this by:

- Regular pupil reflections and discussions with children
- The use of 'before' and 'after' evaluations for each block of learning to pinpoint starting points, attainment and next steps. These can take the form of targeted questions, quizzes, mind maps or set tasks.
- Regular reflection on standards achieved against the planned outcomes;
- The annual tracking of standards across the curriculum
- Evaluating attendance data
- Regular discussions with staff, looking at behaviour logs