



PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) AT WOODHALL PRIMARY SCHOOL



While we are committed to providing a first-class academic education, we are passionate that we provide a space where children can also develop personally and socially. This starts with our family orientated ethos, where pupils, parents and staff look out for each other, accepting differences and challenging unconscious bias. While this pervades every interaction we have with the children in school, following the PSHE curriculum will enable all children to have access to age appropriate knowledge so they can make decisions on a range of issues that they may have to deal with both now and in the future.

INTENT

Our PSHE curriculum will, within the safe, warm and nurturing environment of our school, allow our children to develop a social, moral and emotional framework that prepares them to reach their full potential. They will have the knowledge, skills and attributes they will need to keep themselves healthy, physically and mentally, and safe and to prepare them for life and work in modern Britain.

The PSHE curriculum will be accessible to all and will maximise the outcomes for every child giving frequent opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and appropriate interpersonal skills. It will help them understand how they are developing personally and socially, and will tackle many of the moral, social and cultural issues that are part of growing up in modern UK. The curriculum will provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society which is important in our school as cultural and social diversity in the local area has historically been minimal. So for example, we **will** provide enrichment activities around the themes of **racism, culture, aspiration and resilience as we know these** are areas that need to be addressed.

The curriculum will demonstrate appropriate subject knowledge, skills, language and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) to provide a balanced and broadly-based curriculum. This is to be based on a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

At Woodhall we are aware that the delivered curriculum must reflect the needs of our pupils. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. We are aware that this prior learning / experience is more complex than we might assume, and planning will therefore react and adapt to the needs of each cohort while aiming for an age appropriate finish line.

The curriculum meets the needs of the national curriculum that states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. It also contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and meets the requirements of the relationships and health aspects of PSHE education that will be compulsory in all schools from 2020.

We intend that the teaching of PSHE will be based on discussion and activity rather than writing outcomes. The use of correct terminology linked to the topic will be encouraged at all times and all language used will be introduced and explained so that there is a common understanding throughout the school when we are discussing a topic. This will link well into, and support the speaking aspects of, the English curriculum.

IMPLEMENTATION

We are using the PSHE Association, question-based curriculum for Year 1-6. The curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world. Developmental progression is built in by revisiting themes year on year, building on and extending prior learning.

The curriculum is structured around an overarching question for each term or half term. These begin in Key Stage 1 as 'what?' and 'who?' questions and build throughout Key Stage 2 into 'why?' and 'how?' questions. The three core themes from the Programme of Study are fully covered although some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

EYFS will continue to focus on the Early Years outcomes which are the prerequisite skills for PSHE within the national curriculum. The most relevant Early Years outcomes for PSHE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

PSHE is taught in discrete lessons of 45mins to 1 hour per week. We do not believe that it is possible to achieve continuity, progression and meaningful assessment from a cross-curricular approach in this subject. PSHE learning objectives and outcomes can be lost as other subject objectives and outcomes become prioritised. A strong emphasis is placed on speaking and listening, as will the development of an age-appropriate and scientifically correct vocabulary in lessons. Age appropriate and challenging reading materials will be provided.

IMPACT

The personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

Each new topic, module, or series of lessons, begins with an initial activity that will be carried out to gauge pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity. For example, pupils do a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against the set of success criteria identified by the teacher.

These assessments will also provide the key evidence of progress in this area. Subject leader observations and pupil voice will also provide key evidence to the effectiveness of the PSHE provision in the school. The subject leader will ensure that staff have the training and feedback to improve the provision.

Vulnerable groups and pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration should be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants should work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.