



## **Calder Primary School**

### **PSHE**

#### **Intent**

At Calder Primary School and Calder Learning Trust, our aim is to equip pupils with the knowledge and understanding they need to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect them and how to deal with these.

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all, and that will maximise the outcomes for every child, so that they know more, remember more and understand more. PSHE is embedded in all that we do to enable our children to become independent, responsible, healthy and confident members of society. Our PSHE curriculum has been built with the aim to support the development of the 'whole child', by helping them to understand how they are developing personally and socially as well as promoting their social, mental and physical development. Children will be able to develop the ability to tackle the moral, social and cultural issues that are part of growing up. Through our discreet lessons, children are taught how to keep themselves safe, physically and emotionally resulting in the acquisition of knowledge and skills, which enables children to access the wider curriculum. We 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. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

#### **Implementation:**

To ensure high standards of teaching and learning in PSHE, including RSE, we implement a curriculum that is progressive through school.

Teachers plan discrete lessons for their classes each week using the programme of study with half termly themes based around a question for exploration. The programme of study has been developed by the PSHE Association, the national body for PSHE education. The statutory guidance is comprehensively covered by learning opportunities for each key stage across the programme's three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World', Even though much of 'Living in the Wider World' is above and beyond statutory requirements, we believe this core theme is equally important as it covers economic wellbeing, careers and enterprise education and education for personal safety, including assessing and managing risk.

The programme of study document ensures the curriculum is covered and the skills/knowledge taught is progressive. A variety of teaching approaches are used based on the teacher's judgement. PSHE teaching is inclusive for all pupils through differentiated tasks, additional support and planning for a variety of learning styles. Children showing extensive aptitude in PSHE will be celebrated in weekly celebration assemblies which parents attend and an end of year curriculum assembly.

Learning in discrete lessons is underpinned by our 'Everybody Everyday' whole school ethos, and our wider provision of PSHE promotes opportunities to link British Values and Social, Moral, Spiritual and Cultural (SMSC) responsibilities. Along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives) and opportunities for exploration in daily assemblies with weekly core themes.

Flexibility in the timetable allow us to respond to local/national/global events that may occur and allow us to responds to any such event in an age appropriate way. We also highlight key events throughout the year, such as; Anti-Bullying Week, Black History Month and Mental Health Week.

### **Impact:**

Within PSHE and our school ethos, we strive to develop the whole child by enriching the children's learning experience. Our PSHE curriculum is high quality, well thought out and is planned to demonstrate progression.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Annual Parent and Pupil surveys and Year 5/6 Electronic Health Needs Assessment Survey (EHNA) – these enable us to measure impact and feed into School Development Planning.