**Curriculum Intent PSHE  
2021-2022**

At Kirkby CE Primary School, we believe deeply in the importance of helping our pupils develop as a whole person – happy and ready to take the next steps into their education and lives beyond primary school, regardless of their starting point.  We celebrate our difference.

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group.

PSHE will promote and foster confidence, independence, co-operation and self-esteem throughout the time the children are at Kirkby CE Primary School, which will prepare them for life in 21st Century Britain.

Our offer is underpinned by our vision and ethos of ‘Building on a tradition of achievement and values in a caring environment”.  We want all of our children at Kirkby CE to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

The primary purpose of our curriculum is to guarantee a successful learning experience for every child. With this in mind, we are committed to ensuring that every child is developed to their full potential within PSHE.

* Every child will be educated to the highest possible standard, as set by the Department for Education.
* Every child, in every lesson, will be provided with opportunities to: be engaged in, challenged and process their learning.
* Every child will be provided with opportunities to increase their self-esteem, motivation and aspirations.
* Every child will be encouraged to be enterprising, creative and resilient in order that they may succeed in an ever-changing world.
* Every child will be provided with opportunities to experience the wider world as a core part of their curriculum.
* Every child will be taught about budgeting and financial management in order that they may succeed in an increasingly unpredictable financial world.

Our daily assessments and timely feedback means that teachers and pupils always know exactly how much progress they are making and where they may need more help.

Our clear curriculum overviews and medium term plans are designed to:

* Develop strong characters in order to be resilient and cope with adversity.
* Develop creative individuals who collaborate and co-operate and can solve problems seeing failure as an opportunity to learn.
* Develop pupils who can think critically and care about their learning so they always do their best.
* Develop pupils who care about their role as part of a family, community and the wider world; encouraging them to feel part of, and to contribute positively to fundamental British values.
* Ensure all pupils have high aspirations.
* Develop a thirst for learning for all pupils

**Planning and Teaching**

We want all of our children at Kirkby CE to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

Our curriculum is carefully crafted so that our children develop their academic, social and cultural capital.

Teachers use carefully chosen experiences to enhance the subject taught.

Based on our knowledge of the National Curriculum 2014, we have broken down the programmes of study into a series of skills and knowledge and our long term curriculum plans show how at Kirkby CE we intend to cover the fundamental concepts of PSHE. This includes the building of skills and concepts over time.

We recognise children’s prior learning, encourage the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children are supported to achieve their potential and progress with confidence to the next phase of their education.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and independent practice. The development of children’s knowledge and skills across all primary subjects is key when building on prior learning, this supports pupils for the next stage of their learning.

**Aims and objectives in PSHE**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

The main aims of PSHE are to:

* Teach fundamental building blocks and characteristics of positive relationships, friendships, family relatiosnhips and relationships with other children and adults.
* Respect others and understand ones own boundaries in play, negotiations about space, toys, resources and so on.
* Teach about families and variations of families (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.)
* Teach a growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes

**How can we achieve these aims?**



Through the delivery of the ‘jigsaw’ scheme from Nursery to Yr 6, all areas of PSHE from EYFS and national curriculum are being met.

Scheme implanted across school – September 2021

“Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.”

**Resources**

Class characters have been distributed across all classes in September 2021. All teachers have a school log on for ‘jigsaw’ to access lesson resources, videos, support and certificates.

**Health and Safety**

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking PSHE activities.

Before undertaking any activity that may pose a hazard to staff or pupils a full risk assessment will be undertaken. It is the responsibility of the class teacher leading the activity to ensure that this is undertaken.

Any off-site visit will be conducted in line with school policy and the relevant risk assessments completed. Risk Assessments for off-site visits are held in the school office. Teachers are required to ‘tick’ the risks relevant to their trip.

**Assessment**

Assessment in PSHE is used to inform planning and facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made. Afl is used to offer clear feedback and improve a child’s involvement and progress.

At the end of each topic the class teacher must plan and undertake an assessment task with the class and complete a tracking assessment sheet stating if each child is working towards the expected standard, at the standard or at greater depth.

**Monitoring**

The Subject Leader will monitor progress according to the monitoring timetable. Subject leaders are expected to monitor in the following way over the course of the academic year:

* Learning walks;
* Pupil conferencing;
* Book scrutiny including learning logs;
* Planning scrutiny.
* Lesson drop ins

Adequate notice should be given and provide a clear focus for any activity that is due to be undertaken. The outcomes of any monitoring activity is feedback to the SLT and Staff through the relevant meetings.

Progress should be clearly evident over the course of PSHE topic.

**Staff Development**

Staff CPD within PSHE is linked to the school development plan If a member of staff asks for support then the subject leader can offer this themselves through coaching and mentoring or will find a suitable course for that teacher to attend (subject to SLT approval and budget). Subject leaders may also lead parts of INSET days and staff meetings to ‘cascade’ information through the school or to train all staff in a particular area.

**Equality**

Please refer to the school’s equal opportunities policy for further information.

All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances.A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:

* Differentiating lessons (through use of resources, tasks, level of support, outcome);
* Using a range of teaching styles to match the range of learning styles represented in a typical class;
* Ensuring the classroom environment is safe and secure and accessible for all.

**Policy was compiled by Emma O’Nions**  **PSHE Subject Lead**

**Date of Policy: Autumn 2021**

**Date of Review: September 2023**