



Ringway Primary School Curriculum Statement PSHE



“A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.” PSHE Association

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school's leadership team will:</p> <ul style="list-style-type: none">• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.• Provide sufficient funding to ensure that implementation is high quality.	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none">• Will follow the Jigsaw approach to PSHE from Early Years to Year 6.• 'The Big Picture' – setting the PSHE learning that is about to take place within the chronology of pupils PSHE learning to date. Starting with what the children know, understand, are able to do and able to say.• Review most recent learning in PSHE.• Specify key vocabulary to be used and its meaning.• Provide relevant and realistic information, which reinforces positive social norms.• Provide opportunities for the children to work interactively with the teacher acting as the facilitator.• Provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.	<p>Pupil Voice will show:</p> <ul style="list-style-type: none">• A developed understanding of what it is to be a morally conscious citizen at an age appropriate level.• A secure understanding of the key techniques and methods for each key area of the curriculum.• A progression of understanding, with appropriate vocabulary which supports and extends understanding.• Confidence in discussing PSHE, their own work and identifying their own strengths and areas for development.

	<ul style="list-style-type: none"> • Individual reflection on the learning that has taken place. 	
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as citizens. • Ensure an appropriate progression of PSHE skills and knowledge is in place over time so that pupils are supported to be the best citizens they can be, and challenge teachers to support struggling learners and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify inspirational people who underpin specific areas of the curriculum and raise aspirations for pupils. • Keep up to date with current PSHE research and subject development through an appropriate subject body or professional group. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of Personal, social and health skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the PSHE curriculum.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more.

<ul style="list-style-type: none">• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.	<ul style="list-style-type: none">• Able to critique their own work as a citizen because they know how to be successful.• Safe and happy in PSHE lessons which give them opportunities to explore their own social development.• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on PSHE skills and knowledge.• Develop Personal, social and health skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.	<ul style="list-style-type: none">• Monitor the standards in the subject to ensure the outcomes are at expected levels.• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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