

# PSHE Curriculum

At Eastwood Village Primary School, we are working towards developing our children to become independent, confident and responsible members of society, Our role is to compliment and reinforce this with our teaching. The PSHE curriculum supports the wider work within school to foster pupil wellbeing and develop resilience and character that we know are key to children being happy, successful and productive. We acknowledge that children are growing up in an increasingly complex world and living their lives seamlessly on and offline and our curriculum aims to support them to navigate this. **The approach is based around three principles:**

INTENT	IMPLEMENTATION	IMPACT
<p> <b>Alignment to National Curriculum</b></p> <p>The PSHE curriculum at Eastwood Village primary is based on the updated PSHE programme from RoSIS (Rotherham School Improvement Service, which includes the statutory Relationships and Health Education as set out by the DfE. Content is covered through the three key strands of health &amp; wellbeing, relationships and living in the wider world Online safety is embedded within the computing and PSHE curriculum</p> <p> <b>End Points</b></p> <p>By Year 6 all pupils to have the skills, knowledge and understanding to be safe, healthy and to know how to manage their academic, personal and social lives in a positive way within school, the local community and the wider community whether it's in person or online.</p> <p> <b>Sequencing</b></p> <p>Our PSHE curriculum is structured in a way that introduces new and more challenging content as we move through the year groups from Year1 to Year6 and builds on what has gone before whilst reflecting the personal development needs of the children. A whole school approach is used to consolidate knowledge and understanding as well as helping children to apply their knowledge in age-appropriate contexts.</p>	<p> <b>Pedagogical Approaches</b></p> <p>PSHE curriculum is taught with an emphasis on interactive learning with the teacher as a facilitator often using a Philosophy for Children (P4C) approach. The children work with the teacher to develop an environment in which children feel safe and confident to explore challenging issues. Children are encouraged to be self-reflective and to re-construct their personal viewpoints.</p> <p>PSHE is part of the wider whole school approach to children developing the knowledge, skills, attitudes and understanding they need to fulfil their potential</p> <p> <b>Teachers' Expert Knowledge</b></p> <p>Teachers are required in the DfE teaching standards to demonstrate good subject and curriculum knowledge. Teachers seek opportunities to ensure any gaps in knowledge are addressed through reading, the use of support materials or using the support of the subject leader.</p> <p> <b>Promoting Discussion and Understanding</b></p> <p>Using the P4C approach, allows all children to discuss and explore issues orally. The PSHE curriculum is designed to encourage all children to draw upon personal experience to discuss issues. Children will hear other's perspectives and gain an understanding of others and the world around them. PSHE content is embedded across the curriculum as well as in wider aspects of school life and makes use of links to the wider community.</p>	<p> <b>Approach to Assessment</b></p> <p>PSHE is not assessed in the same formal way as other curriculum subjects. Assessment is ongoing with the focus on personal progression rather than attainment.</p> <p> <b>Performance Data</b></p> <p>Data is not collected in the same way as for other subject areas. Data for PSHE is generated through teacher knowledge of the pupils' understanding gained through AFL strategies. Teachers make judgements on whether children have understood the learning opportunities.</p> <p> <b>Pupils' Work</b></p> <p>Pupils work is collected in a scrap book for evidence along with any events that have been organised that link to a certain item e.g. mental health week, Anti bullying week. However, if its part of an enrichment event, work will be displayed in school as part of a gallery inviting parents in to view. Pupil's work can be found on the school website and included in school newsletters.</p>



#### Addressing Social Disadvantage

We are conscious that we are in a socially deprived area. PSHE education significantly benefits young people's academic success, particularly if they come from socioeconomically disadvantaged backgrounds. Therefore, the quality of PSHE teaching will not only impact on the children within the subject but also across the curriculum, school, local and the wider community.



#### Local Context

As one of the most deprived areas in the UK, it is important for us to bridge the social and emotional gap. To do this, we are providing resources in the form of experiences that our children won't have come across. By inviting in external visitors e.g. police, health care professionals, water safety, Anti-bullying company, Road safety. By taking our children to places such as the local leisure centre for swimming lessons, visiting Yorkshire Wildlife Park, local park (Clifton) with a museum. We have Enrichment days linked to mental health, wellbeing, health eating, exercise, storytelling Anti-bullying week, E- safety day. This is all complimented by our curriculum.



#### Knowing More and Remembering More

PSHE links and supports knowledge from many other curriculum areas including science, computing and RE. Children are encouraged and provided opportunity to transfer what they have learned from one school subject to another, and from school to lives in the wider community.



#### Teacher Assessment

A wide range of AFL techniques are used to explore children's prior knowledge and allow teachers to gain an understanding of children's knowledge. PSHE content cannot be assessed in the same way as other curriculum areas due to its personal nature. However, teachers can use strategies to recognise and evidence a child's understanding and personal development.



#### Talking to Pupils

The subject leader talks to pupils about their learning as part of the monitoring process. This is to see if core vocabulary has been remembered and understood. Pupil voice is collected routinely to ensure we are equipping the pupils with quality skills for life in and out of school including the online community.

#### Links / References

[YoungMinds | Mental Health Charity For Children And Young People](#) | [YoungMinds](#)

[Anti-Bullying Alliance](#)

[Ten principles of effective PSHE education- PSHE Association](#)  
[Making the Case for PSHE education- PSHE Association with links to other sources](#)  
<https://www.pshe-association.org.uk/what-we-do/evidence-andrese>