

Nawton and Rosedale Abbey CP Schools Federation

Curriculum Statement for PSHE

Rationale:

At Nawton and Rosedale Abbey CP Schools we see English as a fundamental element of a broad and balanced curriculum.

At Nawton and Rosedale Abbey CP School, we wish personal, social and health education (PSHE) to make our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We endeavour to provide our children with a well planned and progressive curriculum which gives them 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.

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

Curriculum Intent:

Intention 1:

To build a PSHE curriculum, which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. Children will know more, remember more and understand more.

Intention 2:

To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the duties of the NC whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

Curriculum Implementation:

Implementation 1:

A clear and comprehensive scheme of work in line with the National Curriculum has been created by PSHE lead. This scheme of work has been accepted by the head of PSHE at North Yorkshire. The scheme of work has been acknowledged as comprehensive and has been shared with schools in North Yorkshire and placed on the Healthy Schools website by NYCC. The PSHE curriculum has three core learning themes: health and wellbeing, relationships and living in the wider world. It also incorporates the RSE policy and SOW and identifies links to British Values, SMSC and school's values. Knowledge Organisers are used so that the children have access to key knowledge, language and meanings to understand PSHE and to use across the curriculum. Displays across school PSHE, BV and healthy schools displays throughout school reinforce the PSHE curriculum enabling children to make links. Whole school assemblies are planned so that they have a link to PSHE, British Values or the Healthy Schools Award.

Implementation 2:

There is a clear and comprehensive RSE scheme of work within PSHE in line with the new recommendations of teaching RSE in National Curriculum. The teaching and learning of RSE is planned explicitly within each year group so that children know more, remember more and understand more. The RSE programme of work is explicitly resourced through a range of books and online resources. Children will become more aware of RSE and know the purpose of it. Parent Consultation are informed of the content of the RSE programme of work through a letter and meeting (March 2020). – postponed due to Covid

Cross Curricular Links:

PSHE/RSE provides numerous links with other curriculum subjects through text selection for reading and writing stimulus.

Examples include:

English- Document learning (writing), learn through a range of books (reading)

Science – Correct terminology of body parts, puberty and conception of a baby

History – Diversity and treatment of minority groups in history and how things have changed.

ICT – Online safety

Geography – Looking at differences and similarities between themselves and others that live around the world- rights, access to school and basic resources.

Art – Depict their thoughts and feelings on a subject through art eg) draw their family and look at how it differs from others, draw a picture of a “risky” situation.

Enrichment:

The PSHE Curriculum is enriched in a variety of ways including:

- Visits from a variety of people who come from different backgrounds and cultures
- Celebrating days/ weeks:
 - Black History Month
 - Online Safety Week
 - Dot Day
 - Down Syndrome Day
 - Fair Trade Fortnight

Progression and Assessment:

EYFS

Regular observations and assessments of learning are recorded and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes. As with the rest of the school, any class work that is done based on PSHE will be documented in a “big book”.

Y1-6

All lessons based on PSHE will be documented in a “big book”. This “big book” will display a cross section of children’s work (all work that is not displayed will be placed in a folder). Assessments of the children’s progress through a lesson/outcomes achieved will be noted on plans and contribute to the assessment at the end of each academic year. The impact of the curriculum will be reviewed at the end of each term through observations, governor monitoring and formative and summative assessments of pupils’ learning through individual trackers.

Impact:

The impact of our curriculum can be seen through pupils' enthusiasm and knowledge of their learning and their individual progression throughout the year. Pupil voice will be implemented so that the enjoyment and appropriateness of the curriculum for the children in the school can be monitored and the curriculum can be tailored to each group of children.

Through lesson and pupils' comments, discussions and written work monitoring, it is evident that pupils are being well supported to acquire the necessary skills and subject knowledge to meet the National Curriculum requirements for each year group.

Lesson observations will be performed to monitor the standard and effectiveness of the teaching and learning.

Impact 1:

Children will know more and remember more about PSHE. Children will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Children will demonstrate a healthy outlook towards school – attendance will be at least in-line with national and behaviour will be good. The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.

Impact 2

Children will develop positive and healthy relationship with their peers both now and in the future. Children will understand the physical aspects involved in RSE at an age appropriate level. Children will have respect for themselves and others. Children will have positive body images.