

PSHE Curriculum Rationale

As a Catholic school, our aim is that every child achieves their full potential as an individual made in the image and likeness of God. This encompasses every dimension of the child: spiritual, moral, social, academic, physical and artistic. We believe that knowledge empowers and enables children to feel and be successful, and that this is the entitlement of every child. Our approach to PSHE is grounded in the belief that all pupils can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life. We aim to empower pupils to lead lives of contribution and achievement. “

INTENT



Alignment to National Curriculum

At St Thomas of Canterbury, we intend a curriculum that challenges and support children to be good citizens of the world, enriching society through a positive contribution to their community and beyond. We make use of the Sheffield Primary RSHE curriculum and Ten Ten Life to the Full to ensure children have sound knowledge of Relationships, Living in the wider world and Health and Wellbeing, as well as statutory Relationships Education and Health Education as set out by the DfE.



End Points

By the time pupils move on to secondary school, they will understand the different families and communities people can belong to, and understand their place in these. They will be able to develop and maintain friendships through strong understanding of their own and others' feelings, and development of strategies to manage these and maintain mental wellbeing. They will understand how to stay safe online and know how to access support and respond to inappropriate behaviour online, including cyberbullying. They will understand the concept on money and the impact spending choices can have. They will understand ways to stay healthy, both physically and mentally, and have an age-appropriate understanding of puberty, menstruation and sexual reproduction.



Sequencing

Our PSHE curriculum has been carefully sequenced so that children build knowledge year-on-year in the core themes of Relationships (Family, Friends, Self), Living in the wider world (Community, Online Safety, Money and Work) and Health and Wellbeing (Mental Wellbeing, Staying Healthy, Growing). The lessons in each phase (KS1, LKS2 or UKS2) link together, allowing a clear progression from year to year. However, each lesson can also be delivered discretely, to allow for a high degree of flexibility when teaching. Opportunities to consolidate knowledge and understanding are present across lessons and from year to year.



Addressing Social Disadvantage

There is 'very strong evidence' that high quality PSHE teaching 'has a positive impact on academic attainment' (PSHE Association). A PSHE Association review shows that 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.



Local Context

Sheffield and our school community is increasingly diverse and our PSHE curriculum reflects this. Children learn about the different types of family that exist and the need for respect and tolerance of all people, recognising and celebrating the things which make us similar and different. Our curriculum includes age-appropriate understanding of prejudice and discrimination, and how to challenge this.

IMPLEMENTATION



Pedagogical Approaches

Teachers are encouraged to be flexible in their approach to PSHE lessons. Lessons are built on an engaging 'hook' and promote discussion: wherever appropriate, children should be given opportunities to share their own thoughts and hear those of others. PSHE lessons should be exploratory and allow children to test their own opinions in a safe environment, where they feel listened to.



Teachers' Expert Knowledge

As with all subjects, teachers are expected to demonstrate good subject and curriculum knowledge and are supported with regular CPD and clarity in the curriculum map as to learning outcomes from previous year groups.

Learning materials from the Sheffield Primary RSHE curriculum and Ten Ten Life to the Full serve as a useful starting point for teachers and provide support with background knowledge. The lessons are designed in a way that also allows non-specialist teaching staff to discuss sensitive issues with confidence.



Promoting Discussion and Understanding

Each lesson is designed to promote discussion around a key question. Because of the nature of PSHE, children should come away with a deep and nuanced understanding of the topics discussed, rather than a list of rules to be followed. Children are encouraged to question why such rules might exist, in order that they will become adults, who feel empowered to make their own decisions around issues of interpersonal relationships, morality, health and wellbeing.



Knowing More and Remembering More

Knowledge and skills build from year to year and it is important that pupils can remember and use knowledge and skills from previous learning. Effective questioning by the teacher is key to allow pupils to practise new knowledge and to help them make links between new material and prior learning (Rosenshine). Opportunities for retrieval practice are included to ensure knowledge is transferred into long-term memory.



Teacher Assessment

The personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop, and teachers make regular use of assessment for learning techniques to ensure all children are able to develop these.

IMPACT



Approach to Assessment

The approach to assessment is less formal than in core subject disciplines. There is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals for them as young people. The five strategies of formative assessment (William 2011) are used to support and promote deep learning, and together with work in books allow teachers to identify and respond to any gaps.



Performance Data

There is no published data for PSHE at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.



Pupils' Work

The pupils record their learning within individual workbooks in KS2, and in whole class books in the EYFS and KS1. There is no expectation that there should be something recorded in these books for every lesson books should represent learning over a period of time.



Talking to Pupils

The PSHE curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes towards the PSHE curriculum, the knowledge, skills and understanding they are retaining, and the wider opportunities that they have been able to experience.

Links / References

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-and-research>
 Rosenshine's Principles in Action – Tom Sherrington