

# Curriculum Statement of Intent

## Teaching and learning of: PSHE

<b>INTENT</b>	<p>At Thorpe Primary School, we see PSHE and Citizenship as being at the centre of teaching and learning for our pupils. It has positive influences on the ethos, learning and relationships within school and therefore receives the full commitment of the school community including our teachers, teaching assistants, lunchtime supervisors and governors.</p> <p>At Thorpe Primary School, our aim is that throughout the PSHE curriculum, our pupils will:</p> <ul style="list-style-type: none"> <li>• Acquire knowledge and understanding of themselves and the of the world they live in</li> <li>• Develop skills for living</li> <li>• Understand and manage their emotions<sup>1</sup></li> <li>• Become morally and socially responsible</li> <li>• Take on a range of roles and relationships</li> <li>• Value themselves and respect others</li> <li>• Contribute to their community</li> <li>• Appreciate difference and diversity</li> <li>• Have an understanding of British values and participate actively in our democracy</li> <li>• Safeguard the environment</li> <li>• Act in the wider world in a way that makes the most of their own and other’s potential</li> </ul>		
	<b>Underpinned by</b>	<b>The Teaching of Skills</b>	<b>The Application of Skills</b>
	Thorpe pupils will be taught about change, relationships and other areas through the Cambridgeshire PSHE units of work.	Thorpe pupils are given regular opportunities to apply the skills that they have been taught to support their learning in other curriculum subjects.	Thorpe pupils will understand and use appropriate topic vocabulary.

<b>IMPLEMENTATION</b>	Teaching within PSHE is based on the Cambridgeshire Primary scheme of work for PSHE. This scheme supports our delivery of a comprehensive and progressive PSHE curriculum from EYFS to year 6. The resources and support materials are consistent with all national guidance and have been quality assured by The PSHE Association.		
	<b>Themes</b>	<b>Teaching and Learning Strategies</b>	<b>Equal Opportunities and Inclusion</b>
	<ul style="list-style-type: none"> <li>- Beginning and Belonging</li> <li>- My Emotions</li> <li>- Diversity and Communities</li> <li>- Managing Safety and Risks</li> <li>- Relationships and Sex Education</li> <li>- Healthy Lifestyles</li> <li>- Digital Lifestyles</li> <li>- Working Together</li> <li>- Financial Capability</li> </ul>	<p>PSHE lessons at Thorpe Primary School are taught in a variety of ways. For example through:</p> <ul style="list-style-type: none"> <li>- Circle time</li> <li>- Whole class teaching</li> <li>- Debate</li> <li>- Special visitors</li> <li>- Class Assembly</li> <li>- Extra-curricular events such as Anti-Bullying Week</li> </ul>	<p>All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately by the class teacher, and through consultation with the PSHE and SEN Coordinator. Barriers to learning will be removed to ensure children get the most out of the curriculum e.g. focusing on discussion rather than writing for those who find writing more challenging than others.</p>

	<ul style="list-style-type: none"> <li>- Managing change</li> <li>- Drug Education</li> <li>- Anti-Bullying</li> <li>- Personal Safety</li> <li>- Family and Friends</li> <li>- Rights, Rules and Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Independent work</li> <li>- Small group work and peer talk</li> <li>- Role play and puppets</li> <li>- Stories</li> <li>- Charity fundraising and enterprise events</li> <li>- Visitors and external agencies</li> </ul>	Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes.
	<p><b>Monitoring and Assessment</b></p> <p>The assessment of pupils' personal, social and emotional development should give children the opportunity to reflect on their learning and experiences and set personal goals. This process should have a positive effect on pupils' self-awareness and self-esteem. Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day. All teachers, learning support assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of class teachers, the PSHE coordinator and the SEN coordinator to identify pupils' progress which is well above or below that which is expected.</p>	<p><b>Long Term Planning</b></p> <p>We will follow the Cambridgeshire Long Term Plan B. In this plan, Years 1, 3 and 5 are delivering the same themes, and Years 2, 4 and 6 are also working on parallel themes. The entire programme is covered over two years. This plan means teachers only need to become familiar with some aspects of the programme and can develop a more in depth understanding of these aspects.</p>	<p><b>Floor Books</b></p> <p>Each Year group has a shared floor book to evidence examples of work completed in PSHE across the year. Work examples range from post its, photos, posters, work sheets, discussion notes, drawings etc. The books give a snap shot of what teaching and learning looks like and gives children a chance to look back and reflect on their learning.</p>

<b>IMPACT</b>	At the end of each year, pupils have developed their skills, and have gained a new understanding of issues and how to keep themselves healthy, aware and happy.		
	<b>Pupil Voice</b>	<b>Evidence in knowledge</b>	<b>Evidence in skills</b>
	Pupil voice will be collected in a range of ways and be used to impact on the planning and delivery of the subject going forward.	Pupils know how and why it is important to learn about: <ul style="list-style-type: none"> <li>- Myself and My Relationships</li> <li>- Healthy and Safer Lifestyles</li> <li>- Financial Capability</li> <li>- Citizenship</li> </ul>	Pupils use acquired vocabulary and social skills through their experiences. It may be that there is an increase in positive behaviour or a decrease in negative attitudes following experiences and learning.