

Curriculum Statement of Intent

Teaching and learning of: PSHE



At Thorpe Primary Academy, we see PSHE as being at the centre of teaching and learning for our pupils. The PSHE curriculum also teaches pupils about equality, diversity and what healthy relationships look like. Also, by teaching the pupils the importance of British Values, we are preparing them to become independent and responsible members of our school, the local community and wider society. It has positive influences on the ethos, learning and relationships within school and therefore receives the full commitment of the school community including teachers, teaching assistants, midday supervisors and governors.

In addition to the Cambridgeshire PSHE Curriculum, pupils also engage with the Votes for Schools, which exposes pupils to current and topical issues, encouraging critical thinking, debate and active participation in democracy. This enables pupils to apply their PSHE knowledge in meaningful contexts and builds their confidence in using their voice to make a difference.

Through My Happy Mind, pupils develop a shared language and strategies to understand their own emotions, build resilience and build character strengths. This supports their wellbeing and equips them with lifelong skills to manage challenges both in and beyond school life.

Our aims for PSHE are:

- Acquire knowledge and understanding of themselves and the of the world they live in
- Develop skills for living in the local community and wider society
- Understand and manage their emotions
- Become morally and socially responsible
- Take on a range of roles and relationships
- Value themselves and respect others
- Contribute to their community
- Appreciate differences and diversity
- Understand British values and participate actively in our democracy
- Safeguard the environment
- Act in the wider world in a way that makes the most of their own and other's potential

Underpinned by	Vocabulary	Knowledge	The Teaching of skills	The Application of skills
	<p>Pupils will be introduced to, and become confident in the use of, key PSHE vocabulary from within the units of work. Pupils are encouraged to apply it accurately in discussion and written work to deepen their understanding. Alongside this, pupils are exposed to topical and current vocabulary through Votes for Schools, building their confidence and debating and exploring wider world issues. Through My Happy Mind, pupils will also develop a shared language to talk about mental health, wellbeing and character strengths. Together, these programmes ensure that pupils develop a broad vocabulary which supports their personal development and their ability to engage with complex ideas.</p>	<p>The PSHE curriculum at, Thorpe Primary Academy, is underpinned by the Cambridgeshire framework, which ensures pupils build a secure understanding of key concepts such as relationships, health, safety, equality and diversity. This knowledge is deepened through Votes for Schools, where pupils engage with current issues and develop critical thinking and debating skills. Through My Happy Mind, pupils develop language strategies to understanding their emotions, resilience and wellbeing.</p> <p>Together, these elements provide pupils with essential knowledge they need to thrive as individuals, learners and citizens.</p>	<p>Pupils at Thorpe Primary Academy will be explicitly taught the skills they need to navigate change, build positive relationships and make informed choices through the Cambridgeshire PSHE units of work. These skills include the following:</p> <ul style="list-style-type: none"> • Listening • Questioning • Negotiating • Problem-solving • Managing emotions <p>Pupils will further develop the ability to express their views and engage respectfully with others through Votes for Schools, where they practice debating and decision making on real and relevant issues. Through My Happy Mind, pupils will gain practical strategies for resilience, self-regulation and positive thinking.</p>	<p>Our PSHE curriculum is underpinned by the Cambridgeshire scheme of work, which provides a clear and progressive framework for developing pupils' knowledge and understanding across key areas. This is enriched by Votes for Schools, which gives pupils the opportunity to apply their learning to current and topical issues. My Happy Mind, provides pupils with the tools and language to understand their emotions, build resilience and recognise character strengths. Combined, these programmes ensure that pupils' learning in PSHE, is both, knowledge-rich and skills-focussed, equipping pupils to thrive in school and beyond.</p>

	<p>Teaching within PSHE is based on the Cambridgeshire Primary Scheme of work, which provides a clear, progressive curriculum from Year 1 to Year 6. In EYFS pupils follow the Personal, Social and Emotional Development (PSED) area of the Early Years Framework, ensuring strong foundations are built before moving into the Cambridgeshire programme. The scheme is fully aligned with national guidance and has been quality assured by the PSHE Association.</p> <p>PSHE is delivered in a variety of ways: through discrete weekly lessons, assemblies, cross-curricular links and day-to-day interactions that reflect real-life experiences. Teachers create a safe, supportive environments where pupils are encouraged to share their views, listen to and respect the perspectives of others, and take part in enriching events that bring learning to life. This provision is further enhanced by Votes for Schools, which develops debating skills and engagement current issues, and My Happy Mind, which equips pupils with strategies for wellbeing and resilience.</p>		
IMPLEMENTATION	<p>Themes</p> <ol style="list-style-type: none"> 1. Myself and My Relationships; Beginning and Belonging, My Emotions, Family and Friends, Anti-Bullying, and Managing Change. 2. Citizenship; Rights, Rules and Responsibilities, and Diversity and Communities. 3. Healthy and Safer Lifestyles; Managing Safety and Risk, Drug Education, Personal Safety, Body and Growth, Relationships and Sex Education, and Healthy Lifestyles. 4. Economic Wellbeing; Financial Capability. 	<p>Teaching and Learning Strategies</p> <p>PSHE lessons at Thorpe Primary School are taught in a variety of ways. For example, through:</p> <ul style="list-style-type: none"> • Circle time • Whole class teaching • Debate • Special visitors • Class Assembly • Extra-curricular events such as Anti-Bullying Week • Independent work • Small group work and peer talk • Role play and puppets • Stories • Charity fundraising and enterprise events • Visitors and external agencies 	<p>Equal Opportunities and Inclusion</p> <p>All pupils at Thorpe Primary Academy have equal access to the PSHE curriculums. Teaching and resources are carefully chosen to be developmentally appropriate, accessible and inclusive of the diverse needs and backgrounds of our pupils.</p> <p>Barriers to learning are identified and addressed; for example, some pupils may access PSHE primarily through discussion and role play rather than extended writing, ensuring their voices are heard and their learning valued.</p> <p>Through this inclusive approach, all pupils are supported to develop knowledge, skills and attituded need to thrive personally, socially and academically, and to contribute to their community.</p>
	<p>Monitoring and Assessment</p> <p>The assessment of pupils' personal, social and emotional development should give pupils 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.</p>	<p>Long Term Planning</p> <p>Thorpe Primary Academy follow the Cambridgeshire Long Term Plan B.</p> <p>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 a two-year cycle.</p>	<p>Floor Books</p> <p>Each year group has an individual floor book to evidence examples of work completed in PSHE across the year. Examples of work may include post its, photos, posters, worksheets, discussion notes, drawings and more.</p>

<p>Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons. All teachers, learning support assistants, midday supervisors 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 than which is expected.</p>	<p>This structure enables teachers to develop a deep and thorough understanding of each theme, enhancing their subject knowledge and confidence in delivering the curriculum effectively.</p>	<p>These floor books provide valuable insight into pupils learning journey. They allow pupils to reflect on their experiences, review what they have learned, and build upon their knowledge.</p>
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<p>Children will have developed the scientific knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to inspire them to develop a curiosity and a deeper understanding about the world they live in. Children will be excited and enthused about sharing their learning with others.</p>			
<p>IMPACT</p>	<p>Pupil Voice</p>	<p>Evidence in knowledge</p>	<p>Evidence in skills</p>
	<p>Pupil voice is collected through a variety of methods, including discussions, reflective activities and feedback during lessons. This information is carefully considered and used to inform and enhance the planning and delivery of the subject. By listening to pupils' perspectives, teachers can ensure that learning is relevant, engaging, and responsive to the needs and experiences of all pupils. Incorporating pupil voice in this way supports continuous improvement in teaching and helps pupils feel valued, confident and actively involved in their own learning journey.</p>	<p>Pupils understand both how and why it is important to learn about the different themes, recognising their relevance to everyday life and their role in supporting personal growth and development.</p>	<p>Pupils demonstrate their acquired vocabulary, social skills and knowledge through practical experiences and interactions. Evidence of skills development may include increased positive behaviour, improved communication. Observing these changes helps teachers to assess progress and adapt future lessons to further support pupils' personal, social, and emotional growth.</p>