



# ST MARY'S CATHOLIC PRIMARY SCHOOL

## PSHE Curriculum Statement



***'What you are is God's gift to you, what you become is your gift to God.'* Hans Urs von Balthasar**

### INTENT

What are we trying to achieve?

At St Mary's Catholic Primary School, we want every child to be happy and enthusiastic learners of PSHE and to be eager to achieve their very best to fulfil their God-given talents. Our school vision and ethos are strongly supported through and embedded in the delivery of our PSHE (Personal, Social and Health Education) curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment and support the development of children's health and wellbeing, self-esteem, and confidence.

We have four clear aims which are inextricably intertwined with physical and mental wellbeing and Building Learning Power (based on Guy Claxton's work), to develop independent learners. We use animal characters to help the children to understand these aims. We want our children to be:



- Resourceful: Children show initiative, ask well thought out questions and are prepared to use a variety of strategies to learn (the Beaver).
- Reflective: Children are curious, able, and willing to learn from their mistakes and can describe their progress (the Tortoise).
- Resilient: Children are prepared to persevere and stay involved in their learning, even when the process is challenging (the Rhino).
- Reciprocal: Children are prepared to help each other and work as a team (the Ant).



- Our principal aim is that children leave St Mary's Catholic Primary School with a wide range of happy and rich memories in PSHE, formed through interesting and exciting experiences that enhance a child's awareness of their own abilities and strengths as a learner; thus ensuring that children see learning in PSHE as an on-going process not a 'one-off' event.
- Children will understand how Catholic virtues and British Values also relate to PSHE.
- In PSHE, children will develop the skills to develop confidence and a sense of responsibility within themselves, develop their own God-given attributes, develop positive relationships built on mutual respect and develop a healthy and safe lifestyle.

- All children will study PSHE within the curriculum for the equivalent of at least 30 minutes per week
- Opportunities will exist for children of all ages to experience learning beyond the classroom. This will allow them to enrich their knowledge by, for example, pupils will have access to healthcare professionals to think about healthy lifestyles or mental health professionals to discuss wellbeing.
- Children will develop a deep understanding of the subjects they are studying. They will increasingly use their prior knowledge to solve problems and develop the sophistication of PSHE.
- Children will develop a real understanding and appreciation of the world learning from the best that has been developed and said. For example: Local health and support workers, dieticians, NSPCC, CAFOD, emergency service providers, National campaigns (NHS Change for life).
- As part of Plymouth Diocese, we are following Ten Ten, which it is a comprehensive and fully resourced scheme of work which addresses the statutory RSE curriculum (Relationships and Sex Education) within a Catholic context. Ten Ten have provided a number of 'Programme Pathways' which structure the lessons within the annual timetable. These pathways provide broad guidance on various ways the scheme of work can be scheduled.
- RSE (Relationships and Sex Education) is taught sensitively to the children, when appropriate, and we follow Plymouth CAST Multi Academy Trust's RSE policy. This can be found on the school website: <https://www.st-marysrc.devon.sch.uk/parents/policies/>.

## **IMPLEMENTATION**

How do we translate our vision into practice?

- The subject leader for PSHE will meet the senior leadership team on a half termly basis to evaluate provision to ensure that teaching and learning in PSHE is outstanding. Where necessary, staff will receive professional development in PSHE.
- A carefully designed spiral scheme of learning in PSHE ensures the consistency and progress of all learners. The school uses Ten Ten Resources and planning from the PSHE Association to support the delivery and implementation of PSHE, alongside the use of other resources where appropriate.
- Curriculum topics or themes drive learning throughout the term. There may be occasions when PSHE is taught through the topic, for example, the topic Healthy Humans in KS2 healthy involves the children designing and making 'seasonal soups' to share with their families. At other times PSHE may be taught discretely.
- PSHE is recognised as responsive to the moment and staff recognise that there will be times when additional sessions will be needed in response to situations arising.
- Fundamental British Values are evident in PSHE and children understand how they can celebrate difference. Specific themed weeks maybe used to develop these themes during the academic year.
- Success criteria in every PSHE lesson ensures work matches the aims of the curriculum.
- High quality input from experts and educational resources complements the delivery of specialist learning. Children understand how PSHE is used in the wider world.
- Assessment: High quality teaching responds to the needs of children, with teachers providing feedback in lessons to identify misconceptions early. At the beginning and end of each Ten Ten module there is an assessment task to ensure progression and understanding.

## **IMPACT**

What is the impact of our curriculum on the children?

- Children are happy learners within PSHE. They experience a wide range of learning challenges and know appropriate responses to them.
- Visits within PSHE have enriched the lives of the children and they are able to discuss how the experience impacted their knowledge and understanding.
- Children of all abilities and backgrounds achieve well in PSHE reflected in outstanding progress that reveals a clear learning journey. Children talk enthusiastically about their learning in PSHE and are eager to further their learning in the next stages of their education.
- Clear outcomes focus and guide all PSHE development plans and drive improvement.

## **PSHE IN THE EARLY YEARS**

Regular observations and assessments of learning are recorded in the children's learning journey and contribute to a summative assessment at the end of EYFS using the Early Years.

### Skills covered through EYFS Framework:

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education. Our ethos in Early Years is to support children's personal, social, and emotional development so that they feel safe and secure and are ready to learn. Through the seven areas of learning we provide topics that excite and engage children, building on own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

The curriculum celebrates diversity and supports the pupils' spiritual, moral, social, and cultural development. Those children with needs, including SEND, are supported appropriately allowing them to be successful.