



Intent

At St Mary's Primary School, we see Personal, Social, Health and Economic Education (PSHE) as the centre of everything that we do. Our PSHE curriculum is designed to promote learners' personal development, equipping them with the knowledge and skills needed to:

- recognise and form healthy relationships
- stay healthy both physically and mentally
- recognise and navigate body changes
- keep themselves safe
- be responsible citizens
- effectively manage money
- develop a keen sense of identity and belonging

Our PSHE curriculum is reinforced in our school environment through our school rules and values, daily collective worship, regular visits from people working in our local community, and awareness events such as Mental Health Week and Anti-bullying Week.

1. **Purposeful Practice / Hands-On Learning:** In PSHE, purposeful practice can be observed through role-playing scenarios to address real-life issues. Many lessons are discussion-based allowing children to share their own lived experiences and hear a diverse range of perspectives.
2. **Working Together Well:** Children do not have individual exercise books for their PSHE learning; instead each class works on a 'class floor book' allowing students to contribute collectively to their understanding of a topic.
3. **Oracy and Vocabulary Development:** By fostering effective communication skills and expanding vocabulary, students enhance their ability to articulate their thoughts and feelings, and engage in discussions, allowing them to better express and understand different viewpoints.

Implementation

Leadership

As the PSHE subject lead, I am passionate about creating an engaging curriculum which will equip students with essential life skills. I strive to create a curriculum that will enhance pupils' emotional literacy, encourage responsible citizenship and prepare learners for the complexities of modern life.

Organisation

We allocate 35 minutes each week to the teaching of PSHE. These lessons are ordinarily delivered by the class teacher but may occasionally be led by external visitors with expertise in a particular subject area (for example, the school nurse).

Where other subjects in our wider curriculum offer the opportunity to consolidate pupils' PSHE learning, we take advantage of these cross-curricular links, for example looking at E-Safety in computing, climate change in science, or healthy active lives in P.E.

Adaptions may be made to the timetable on occasion to allow for some of the PSHE objectives to be met outside of allocated lessons. This allows us to respond to local, national and global events that may occur in an age appropriate way. It also allows us to raise awareness in line with key dates throughout the year, such as: Anti-Bullying Week, Black History Month and Mental Health Week.

Planning

Our PSHE education provision is mapped and planned effectively using primarily the Kapow Primary scheme of work and resources. This is an integral part of our whole school PSHE education provision from EYFS to Key Stage 2 which offers full curriculum coverage that is then adapted to meet the unique needs of our children.

PSHE learning in Kapow is organised into the following core areas:

- Family and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing
- Identity

Organising learning in this way ensures that children can build on their prior learning and allows us to recognise clear progression from one year group to the next.

Lessons incorporate a variety of engaging learning activities designed to develop key skills. These include discussions on a wide array of topics, exploring emotions through role-play, personal safety scenarios, and team games all aimed at fostering personal development and social understanding among our students.

CPD

Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of PSHE skills and knowledge. Several members of our team have attended emotion coaching training and all have attended staff workshops in order to understand and support pupil mental health and wellbeing. Staff are regularly updated on safeguarding issues which may link to children's PSHE learning.

Impact

At St Mary's we want pupils at the end of Key Stage 2 to be equipped with the knowledge and skills necessary to make safe and informed decisions. The expected impact of adopting and adapting the Kapow scheme of work is:

- **to foster social awareness and responsible citizenship**
- **to promote physical and mental well-being**
- **to allow pupils to articulate their thoughts and views on a wide variety of topics**
- **to support and deepen pupils' understanding of our school rules, values and ethos**
- **to promote our British values of: democracy, the rule of law, individual liberty, mutual respect, and tolerance for those of different faiths and beliefs**
- **to allow pupils to form and sustain healthy relationships**

Instilling a life-long love for learning in an inclusive, supportive Christian community.



Assessment in PSHE plays a crucial role in measuring pupils' understanding and engagement with the subject. Formative assessment takes place in each lesson as staff listen to and observe pupils. Staff may also consider how pupils apply the skills taught in PSHE lessons to other areas of school life, for example on the playground or during house festivals.

At the end of each unit, we implement a summative assessment, typically in the form of a quiz. This allows children to showcase their understanding of all content taught throughout the unit and allows teachers to identify any areas for improvement.

Feedback in PSHE is mostly given verbally and via 'feedback slides' at the beginning of each lesson, with the aim of celebrating pupil progress and fostering further growth.

We believe that our curriculum provides children with the knowledge and skills they need to embark on the next part of their journey at secondary school.

