

PSHE at Great Moor Junior School

Intent

The intent of our PSHE curriculum is to deliver an inclusive curriculum that is accessible to all pupils and ensures that each of our pupils will know and understand more about how to play a positive and successful role within our society. Through acquiring this knowledge and gaining important life skills, the children will in turn be able to access the wider curriculum and therefore feel active participants within our global community. This is complimented through experiences beyond the classroom.

Our curriculum demonstrates age-appropriate learning through a variety of experiences for our pupils. We work alongside external agencies and programmes/workshops, so that we can offer our children a balanced and broadly-based curriculum, which promotes the spiritual, moral, cultural, mental and physical development of pupils. We aim to give each pupil the confidence to tackle many of the issues that are part of growing up. We provide our children with the opportunities for them to learn about rights and responsibilities, whilst appreciating what it means to be a member of a diverse society. Our teaching and learning of PSHE will come under three core themes that have been coherently planned: Health and Well-being, Relationships and Living in the Wider World, alongside the statutory Relationships and Sex Education (RSE). These themes will create the foundation of our progressive curriculum where knowledge is built upon each year.

Implementation

All pupils receive a 45 minute PSHE lesson each week through our curriculum that revisits themes, gradually extends thinking, expands on knowledge and develops skills and make links to British Values and Spiritual, Moral, Social and Cultural (SMSC). Yearly overviews demonstrate clear structure of topics of work that are covered in each year group. Our inclusive practice ensures that all children can access learning through adaptation.

Weekly planning is given to all teaching staff, which has been developed by our PSHE co-ordinator in guidance with the PSHE Association and 1Decision scheme of work tailored with specific adaptations to align with our local context and the specific needs of our students. Weekly lessons involve a range of teaching and learning stimuli: discussions, debates, independent research, role play, experiments, watching videos and making choices, scenarios, school trips and art-related activities. Visitors such as emergency services and local visitors complement our PSHE curriculum to offer additional learning.

Our assemblies are planned to cover any additional sessions that benefit the whole school; whole school assemblies, year group assemblies and class assemblies also make links to PSHE, British Values or SMSC.

We deliver a clear and comprehensive RSE scheme of work within PSHE, in line with the recommendations of teaching RSE in National Curriculum. We also use the 1Decision programme, which supports the teaching and learning of PSHE by presenting videos that pose a problem. Pupils must make choices for the characters and then are able to see the outcomes of both decisions.

Each pupil is given a knowledge organiser at the beginning of each topic. These help pupils to organise their learning, retain knowledge and refer to terminology.

Circle Time sessions are used weekly. These lessons particularly lend themselves to discussion-based tasks rather than written work and based on the current needs of the class and help to focus on any issued that have occurred during the week.

We implement the Zones of Regulation into our daily practise at school and integrate this across the entire curriculum with focused lesson delivered in PSHE and circle time. The children check in each morning with the Zones of Regulation and are taught strategies to support their ability to regulate their emotions.

PSHE displays are used to reinforce expectations of behaviour, the 9 protected characteristics, learning and key aspects of PSHE. Special cross-curricular days or celebration days are also used to help promote PSHE aspects such as anti-bully week. Through our wider curriculum, PSHE is incorporated through each foundation subject. Clear and appropriate cross curricular links underpin learning, giving the children opportunities to learn life skills to handle in situations in a purposeful context. In History, we link knowledge of Britain’s past to the diverse and democratic country that we live in today through areas such immigration, refugees and parliamentary debate. Within Geography, our aim is to ensure our pupils have a wide knowledge of the world and the diverse cultures that exist beyond our school gates linking to topics such as Fairtrade and environmental sustainability. Within Computing, pupils are taught first of all to be safe and responsible online, and regularly reminded of e-safety rules and how the media can misrepresent information. In English, class books have themes of PSHE related experiences, which are discussed at length.

We put democracy in to practise by conducting bi-weekly school council meetings with 2 nominated councillors per class.

The PSHE subject leader will attend training to keep developing their own subject knowledge, skills and understanding, so they are able to support curriculum development and their colleagues throughout the school.

Impact

Our school values and inclusion of safeguarding within our curriculum is vital as first and foremost, we want our children to be safe and happy so that they can excel in all aspects of school life to achieve the best possible outcomes. Our PSHE curriculum provides them with a chance to reflect and learn about these crucial elements, including sharing policies such as the anti-bullying and bringing about awareness of the 9 protected characteristics.

Our PSHE curriculum is the foundation to creating self-confident and tolerant members of society. The skills and attributes they gain whilst learning in our care will support them in navigating themselves throughout modern life and applying these skills to a range of real-life situations. Children will feel valued, celebrated and a sense of belonging. We expect our pupils to leave our school with exposure to a range of global issues, whilst building up tolerance and a sense of responsibility of being a global citizen.

By engaging with a variety of texts throughout our curriculum, our pupils understand the different lifestyles, family structures and differences that people may have, and learn to be respectful towards those leading different lives to themselves. They will recognise and demonstrate the British Values of democracy, tolerance, mutual respect, rule of law and liberty.

We expect that our pupils will make progress across the wider curriculum through learning and developing resilience to change and challenge, reinforcement of attendance and the importance of trying hard, as well as developing positive relationships and trust in trusted adults.

Our children and staff value well-being, mental health and good citizenship. Through our curriculum, we prepare children for the next stage in their education as well as preparing them, during this vital stage of their life, for the adult world.

We measure the impact of our curriculum through reflection, discussion, behaviour, response to challenge, empathy and understanding, attendance and written work.