



# PSHE Curriculum Overview

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupil's education. The PSHE curriculum will equip pupils with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions. PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. PSHE aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

**"Be the change you want to see in the world." Mahatma Gandhi**

## Our curriculum intent

Our PSHE curriculum will enable pupils to:

- ☐ Understand the importance of respect for themselves and others
- ☐ Understand the importance of responsible actions and behaviour
- ☐ Know about rights and responsibilities as members of families and other groups and citizens
- ☐ Learn about different groups and communities
- ☐ Understand the need to respect equality and diversity
- ☐ Learn about the importance of respecting and protecting the environment
- ☐ Learn about where money comes from, keeping it safe and the importance of managing it effectively
- ☐ Learn how to develop and maintain a variety of relationships, within a range of social and cultural contexts
- ☐ Learn how to recognise and manage emotions within relationships.
- ☐ Learn how to respond to risky or negative relationships, including bullying and abuse and ask for help
- ☐ Understand what is meant by a healthy lifestyle
- ☐ Learn how to maintain physical, mental and emotional; health and well being
- ☐ Learn about how to manage change including puberty, transition and loss
- ☐ Learn how to respond in an emergency

### **Our curriculum approach - knowing and remembering more**

Our aim is to equip pupils with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions. Our curriculum has regular opportunities to work together collaboratively and to talk in circle time sessions. We have strong links with our local community and families so that children have first-hand experiences of being good citizens in today's world. We provide our pupils with an excellent range of first-hand opportunities to experience and learn about other cultures within our local area and beyond.

We believe that the PSHE curriculum we offer at Bradley Green is exceptional. We have a detailed and well-sequenced curriculum with built in retrieval activities to enable the children to know and remember more. Our curriculum challenges misconceptions and makes links to previous and future learning.

Our curriculum is designed so that key themes are worked on at the same time across the school so that we can link our assemblies and special days and events to these.

#### **Key themes:**

- Relationships
- Living in the wider world
- Health and well-being

### **My Happy Mind**

We use the My Happy Mind programme as a whole school from EYFS to Year 6. We have created a culture of positive well-being and each class completes modules which combine the latest research, science and technology to help children thrive. Every child, regardless of whether they struggle or not, works through the programme. As a school, we don't just react to the children who are at the point of need but we equip every single child in our school with the skills, strategies and the habits to manage their own emotional and mental well-being.

The whole community is involved in the My Happy Mind programme to enable it to have the most impact. Parents and carers are given access to a free app so that they can embed what is being taught in school at home.

There are 5 main modules in the programme: meet your brain, celebrate, appreciate, relate and engage.



## **Assemblies**

We have carefully mapped out assemblies that cover a range of safeguarding as well as SMSC and Fundamental British Values. The focus of our lessons can be seen on our assembly timetables and the long-term plans. All our assemblies begin with our musician of the month. The goal of musician of the month is to expose children to a wide variety of music genres and musicians for them to learn to appreciate music they love and enjoy. The featured musicians act as musical role models for students of all cultural, ethnic, and gender identities. We use retrieval in our assemblies to recap our core values, school rules, life skills and the key knowledge from previous assemblies.

Pupils, staff and parents of Bradley Green enjoy coming together for assemblies to celebrate our strengths and achievements in our weekly star assemblies. Children take part in a weekly singing assembly.

## **SEND**

Our classrooms are inclusive classrooms. They are places where learning opportunities are tailored to meet the needs of all children. Lessons are planned to be purposeful, meaningful and relevant to the current needs of every child. These are classrooms where lessons are pitched so that every child can experience success and make progress in their learning.

## **Lesson structure**

Each lesson begins with some retrieval of key knowledge and vocabulary from previous lessons and units from the current and previous year groups. We believe that it is vital that children know and remember more. *"Building our long-term memory and our level of fluency in recall. More fluent recall allows more space in working memory to attend to applying the knowledge to explain deeper questions."*

The learning intentions will be shared with the children. *"If we don't know where we are going, we'll never arrive!"*

Before the new learning takes place, staff will activate some prior knowledge, which links to the new learning of the lesson, through a retrieval type task or a discussion. *"Prior learning needs to be active in our working memory if we're going to add layers of complexity to it. New information is only stored if we link it to the knowledge we already have."*

The main part of the lesson may contain an 'I do', 'we do' or 'you do' element depending on the content and where they are up to in the unit. This is where the teacher will model, children will work together and/or with the teacher so that they are supported and then children will complete a task independently.

Throughout the lesson, staff will use a range of questions to assess the children's understanding and guide the lesson appropriately, tailoring the lesson for individuals if required.

At the end of the lesson, staff will ask carefully targeted questions to assess children's understanding. These questions are open questions that relate to understanding rather than just remembering. This assessment is then used to decide a starting point for the next lesson in the sequence.

Any assessments made during the lesson regarding children's understanding as individuals, or as a whole class, are noted on the bottom of the unit plan.

### **PSED in EYFS**

In early years, PSED is one of three prime areas of learning. PSED underpins everything taught and links to all learning in EYFS.

Children are supported to manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through excellent adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **Assessment**

Teachers assess throughout as well as at the end of each lesson and record this assessment on their unit plans. Teachers identify children who have exceeded the expectation or who need more practice and use this to decide the starting point for the next lesson.

The assessment information is also passed on to the subject leader at the end of a unit so that the subject leader can look for patterns across this school. The teacher's feedback on the teaching of the unit is important for the subject leader when they come to revise the unit plans for the following year.

A summative judgement is completed at the end of each term.

### **Personal development**

Through our PSHE curriculum, we have a determination to develop learners to have a well-rounded set of British Values that enable our children to keep themselves safe and prepare them for life in the modern world. We have a conviction to develop the behaviours that children need to succeed in our ever-changing world; ensuring they are ready, respectful, and safe citizens. Our lessons are carefully planned to allow all children to develop the 10 life skills we work on at Bradley Green: Managing distractions, noticing, perseverance, questioning, planning, reasoning, collaboration, listening, empathy, and organisation.

We are proud that we are a school that gets involved with our local community. This enables children to become well-rounded citizens and see that they can play a part in making the world a better place - starting at their doorstep. Children take part in litter picks and street surveys and then write to the local councillors demanding action. We work alongside our local community gardens all year round. We also make use of our local church and vicar to host our Christmas and spring celebrations. We raise money for several local charities including: The Pantry at Together Centre, Sandwich Angels, and Willow Wood Hospice. Several of our classes visit the local care home to make connections with the elderly in our local community as we believe that these connections are extremely valuable for both generations. Our junior PCSOs work hard before and after school keeping the entrance to school safe. We invite parents in to view our whole school art galleries which our Art Ambassadors set up. We also have regular coffee mornings where we listen to the voice of our school community, and we run Christmas and summer fairs to bring our community together.

## Developing expertise

The subject leader keeps up to date with the latest information and research by being part of work group within in the trust.

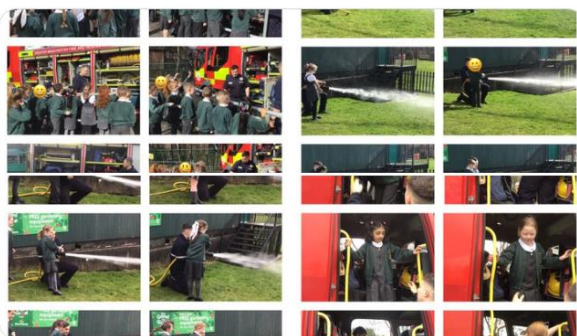
We are a part of the PSHE Association which have some great CPD available. We use the Anti-Bullying Alliance resources which have training and information available to share with staff.

Unit plans have been created by the subject leader to support the teachers in delivering high quality lessons.



**Bradley Green** @BradleyGreenPA · 22 Mar 2023

We had a very exciting morning yesterday in #BradleyGreenY2 with a special visit from @manchesterfire service 🚒 The children were learning all about fire safety 🔥 #BradleyGreenPSHE We were very excited to have a go of the water hose 💧 and have a look inside the fire engine 🚒



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**Bradley Green** @BradleyGreenPA · 16 Mar 2023

#BradleyGreenReception and #BradleyGreenY2 loved our performance of Tango's Big Adventure from @hive.north. The show explored different families. A quote from the show, "All families are different but one thing that is the same in all families is LOVE" 💚💚💚 #BradleyGreenPSHE



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**Bradley Green** @BradleyGreenPA · 20 Apr 2023

We had a whole school assembly to learn how to be safe near dogs with Melanie from the @DogsTrust #BradleyGreenPSHE #BradleyGreenPersonalDevelopment



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#BradleyGreenY2 learnt to cross the road safely.  
Stop, look, listen, think @THINKgovuk  
#BradleyGreenPSHE



#BradleyGreenY3 have been learning about fire safety in PSHE 🔥 #BradleyGreenPSHE #firesafety