

Chapelford Village Primary School



Personal, Social, Health and Economic (PSHE) Curriculum Statement

Vision

Our vision for the subject is for all pupils to have a curriculum tailored to their individual needs and the cultural capital of the school. To allow all pupils to be given an equal opportunity at further developing and understanding their mental well-being through a high-quality personal development curriculum. To ensure all pupils 'know more, remember more, apply more' to daily life.

Intent

At Chapelford Village Primary School, we believe that all children should access a personalised personal development curriculum. Our PSHE curriculum is accessible to all and aims to maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of an ever-changing society who understand how they are developing personally and socially. It will give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Our PSHE curriculum is ambitious and has been designed and sequenced to lay the foundations for further PSHE learning. Children progressively acquire, use and apply a growing bank of vocabulary organised around purposeful topics, with opportunities to recall, use and manipulate this knowledge throughout their learning throughout school.

Implementation

Our PSHE Curriculum Framework is a bespoke Chapelford Village curriculum and follows a whole school thematic approach so that different year groups will be working on the same themes at the same time throughout the year. This allows for cross-phase collaboration and enables school to link the PSHE curriculum to our whole school assemblies and values. This whole school approach allows teachers to plan and build a spiral programme of learning year on year allowing children to build on what they know and deepen their understanding.

As a school we have chosen to use the core themes from the PSHE Association Programme of Study as a basis for our curriculum framework and have adapted it to reflect the context of our school and local community, and to address our pupils' needs and stages of development. Together with other schools within the OMEGA MAT we have developed a customised and personal curriculum that allows our pupils to flourish and develop their mental health even further.

PSHE is taught as a 30-minute session per week alongside a 30-minute session for character education (Commando Jo). Through a range of assemblies and an embedded values curriculum, the children have PSHE skills and knowledge embedded subtly through a wide range of subjects and incidental opportunities in school.

The Core Themes are:

- **Health and Wellbeing**– Healthy Lifestyles, Growing and Changing, Keeping Safe
- **Relationships** – Feelings and Emotions, Healthy Relationships, Valuing Difference
- **Living in the Wider World** – Rights and Responsibilities, Environment, Money

Impact

Our PSHE curriculum is planned to demonstrate progression and to ensure that the children make substantial progress in their mental health development. This is done informally during the lessons to assess and evaluate what the children have learned and what their next steps are. Through monitoring, we will measure the impact of the subject through:

- **Pupil Voice:**

- Children will know more, say more and remember more.
- Children will be able to articulate their understanding of their PSHE knowledge.
- Knowledge taught is being retained by children and continually revisited.
- Children can apply the skills they have been taught.
- Children understand the importance of learning PSHE and can explain why they enjoy it and why it is important.

- **Monitoring:**

- Children can recognise and apply key PSHE vocabulary verbally. This is progressive throughout the school.
- Some evidence of children's written work which is progressive throughout the school.
- Lessons are showing fidelity to the LTP and are clearly progressive and sequential.

- **Subject Leader:**

- Collate images and videos of children's learning.
- Dialogue with colleagues to share good practice.
- Report the standards in PSHE to SLT and Governors.
- Track the progress of pupils ensuring **most** children make expected progress in PSHE.