



# Devonshire Primary Academy

## Curriculum Intent – PSHE/RSE/BV/SMSC

### Formal Curriculum

As part of the Sea View Trust, we follow the SCARF PSHE programme by Coram Life Education which incorporates **PSHE Association objectives** and the compulsory RSE curriculum (for example Y6 supports transition to KS3). This is a spiral curriculum with the same 6 topics repeated annually, with new learning building on previous knowledge. In addition to this, we have a second weekly lesson called 'Ask it Basket' where children have the opportunity to ask questions and teachers can address any issues that arise in the class. We have our own bespoke 'Devonshire Wellbeing Programme' which supports wellbeing and we have added our own safety topics which we feel are important.

### Additional Curriculum

**Health and Wellbeing** week takes place annually. During this week, we have a range of visitors in school who teach our children about dental hygiene, road safety, first aid, water safety, personal hygiene and other topics that cover health issues within our local area and topics suited to the lives of our children.

**Enrichment opportunities**, which enhance the curriculum, are provided for all children- these include yoga day, anti-bullying week, puberty talks, trips, wake up and shake up club and visitors, for example the PCSO coming to speak to Year 6 about drugs.

**DWP** provides a focus on **wellbeing**, understanding why children/staff may feel a particular way and focus on **developing self-esteem**, a sense of **ambition** and a **positive outlook** on life.

Our **Personal Development** curriculum is to ensure that all children are receiving experiences outside of The National Curriculum to enhance their understanding and to provide them with opportunities that their peers, in other schools, may take for granted. You can see this in our **Personal Development Handbook**.

Additional swimming sessions take place to ensure that all children are able to swim by the time they leave school- a priority for us since we are a coastal school.

The SCARF curriculum has been supplemented by topics we feel are particularly important for our children, such as a focus on water safety as we live by the sea.

We recognise that **SMSC** (spiritual, moral, social and cultural development) and the **British Values** are at the heart of education for all our pupils, and of school development, and is therefore threaded throughout the whole curriculum and ethos of the school.

At Devonshire Primary Academy, we want our children to be the 'best that they can be'. We want them to, not only have the knowledge they need to succeed at high school and beyond but also to love learning- to be intrinsically motivated to achieve- and believe that with buckets full of hard work, determination and resilience, they can do anything they can put their minds to. We strive to teach them essential life skills and instil our Devonshire values at every opportunity to ensure that every child that leaves as well-rounded and respectful individuals.

As such, we have built a curriculum for our children that is ambitious, one that promotes our values and one that is designed to provide the knowledge and cultural capital that all children need to succeed in life.



### Developmental Curriculum

Our children start their learning journey from their individual starting points as we recognise that building robust **schemas** within their **long-term memory** is vital to being able to **develop fluency**, **make connections** and **apply their knowledge**.

This is achieved through the use of knowledge organisers (which break Threshold Concepts down in to granular knowledge), carefully **planned, sequential** lessons that build on **prior knowledge** and **Knowledge Buttons**.

Our 6 Knowledge Buttons are:



As part of the progression model within our school curriculum, a different **pedagogical style** is used in each of the cognitive domains of **basic, advancing and deep**. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the basic domain and problem-based discovery in the deep domain.

In PSHE, the knowledge organisers are placed at the start of each topic. After this, the children complete a pre-unit assessment so it is clear what they already know. This is repeated at the end of the unit so that progression is clear and any gaps in knowledge can be identified.

By working through the SCARF curriculum, pupils are building a secure schema. We know that learning is most effective with spaced repetition, which is why throughout the year, children study six topics which are **revisited over and over again**- creating a **spiral curriculum**. We ensure that previously taught knowledge is **retrieved regularly**.

