



Great Marsden St. John's Primary - a Church of England Academy.  
Our Curriculum Statement for PSHE

**Our Vision**

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

**Our Mission**

We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.

Ephesians 3

**Our Values**

LOVING God

LOVING Others

LOVING Ourselves

LOVING Learning

LOVING Life

At GMSJ we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. The intent is that our PSHE curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

**CURRICULUM INTENT**

**Our PSHE Curriculum is broad and ambitious.** It is built upon the National Curriculum coupled with defined development of cultural capital “the knowledge that children need to be effective citizens”. Where possible we expose the children to experiences they are unlikely to encounter in other parts of their lives. To achieve this we have a comprehensive and deep knowledge of our families and community that enables us to strategically plan life enrichment.

**Our PSHE Curriculum is well planned and sequenced with the specific needs of our children in mind.** It contains the right knowledge in the right order, providing pupils with the building blocks of what they need to know and be able to do to succeed in PSHE.

Whilst all of the statutory aspects of the PSHE curriculum are covered, at GMSJ we have also included additional aspects to our curriculum. Parts of the PSHE Curriculum are designed as a spiral curriculum (Jerome Bruner) where subject **big concepts, procedural and declarative knowledge** are reencountered throughout the child's life at GMSJ.

**Procedural Knowledge** refers to the knowledge of **how** to perform a specific skill or task, it is automatic. Examples of procedural knowledge in PSHE are:

- Using good manners
- Recognising different emotions



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**Declarative Knowledge** involves “knowing that”. Recalling information from declarative memory involves some degree of conscious effort – information is consciously brought to mind. **It is the Who, what, where, when and why of learning.**

Examples in PSHE include:

- Decisions and actions that will keep me safe in certain situations.

The two work together.

**Big concepts** are complex and abstract, such as 'place', 'chronology' or 'grammar'. These **big concepts** hold declarative and procedural knowledge. They tie together PSHE topics into a cohesive framework. Examples of big concepts in PSHE are :

- Health and Wellbeing
- Relationships
- Living in the Wider World

By encountering the same **big concept** over and over children gradually build understanding of them.

**Our PSHE Curriculum has a coherently planned assessment sequence** to measure the impact of the curriculum on the outcomes achieved by children. Children should be building a body of knowledge that they are able to commit to long-term memory, draw from and build on.

**Our PSHE Curriculum is inclusive.**

**Our PSHE Curriculum ensures that the Golden Thread runs through it.**

### **CURRICULUM IMPLEMENTATION.**

**How we implement our broad and ambitious PSHE curriculum.**

From entry into school in EYFS, all children experience the PSHE curriculum.

We weave high quality activities which increase cultural capital throughout the curriculum. For example, visitors come into school from the emergency services to talk to the children. Similarly in UKS2, when studying economic well being, someone from a local bank comes and works with the children.

**How we implement our well planned and sequenced PSHE curriculum.**

**Big concepts or themes** are carefully plotted across school. The learning opportunities across all three core themes cover the statutory guidance.

Each of these themes is broken down into further subheadings. The learning opportunities in these sections have been divided across classes in school. In some cases, these may appear in all year groups (eg mental health). Others may be linked to specific year groups (eg



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Healthy Eating / Dental Hygiene) especially if there are cross curricular links. Some will be pulsed upon in alternate year groups as shown in the outline below:

### Relationships:

Family focus - Years 1, 3, 5

Friendship focus - Years 2, 4, 6

### Bullying:

Offline focus - Years 3 and 5

Online focus - Years 4 and 6

### Economic Wellbeing:

Money focus - Years 2 and 4

Careers focus - Years 1, 3 and 5

### Health and Wellbeing:

Tobacco focus - Year 5

Alcohol focus - Year 6

This careful process ensures that PSHE learning is sequenced to build upon prior knowledge.

The planning overview for each year group must be used to inform short term planning. In PSHE we take the learning foci from The PSHE Association. This also provides links to resources. In addition, we use Kapow as a source for resources for individual lessons.

PSHE will be taught weekly. Lessons will be an average of 45 minutes long across school.

For the majority of PSHE **lessons a defined structure is in place**. This is not dictatorial however, it is expected to see some aspects of the outlined framework in each lesson. In PSHE the lesson model would begin with an attention grabber activity as a warm up. This is followed by the introduction of the Learning Objective or focus and activities linked to this.

Finally the lesson ends with whole class feedback.

**Assessment** sits at the heart of PSHE teaching and learning at GMSJ. Minute by minute assessment of understanding, or indeed misunderstanding, is fundamental to our teaching model. It informs future teaching, identifies starting points and exposes gaps in procedural and declarative knowledge. Adults use a variety of strategies to obtain information. These strategies are not specified but a minimum use of 'hands up' is encouraged.

In PSHE we assess children's declarative and procedural knowledge by measuring their learning over the period of a unit. Children will begin a unit by recording their prior knowledge before teaching takes place. This could take the form of a spider diagram, a continuum or washing line or by writing a response to a picture or video clip. At the end of



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the unit, children will add their newly learnt knowledge to the original piece of work. As well as informing the teacher, this provides children with an opportunity to 'self assess' their learning.

At the end of the unit, teachers will complete a simple tick list made up of specific Learning Objectives identified in the yearly overviews. Teachers will then make a judgement as to whether a child is working at, above or below age related expectations. Those that have specific needs, that can be supported by the ELSA Lead, may be referred.

Pupil Conferences - these will take place termly. Groups of children will be invited to bring their assessment books and class books to a discussion with the subject leader. These books will be used as the basis for a discussion about their learning.

Marking and Feedback is a crucial aspect of assessment but this must be manageable. In PSHE, verbal feedback is used during discursive work. Written work will be marked against the Learning Objective.

### **How we implement an inclusive PSHE curriculum.**

In PSHE we have high expectations for all and all pupils have access to this part of our broad and balanced curriculum.

### **How we implement the Literacy Golden Thread through our PSHE curriculum.**

In recognising that Literacy skills form an essential basis on which the rest of our curriculum is built, it is fed through the PSHE curriculum. This is particularly pertinent to speaking and listening skills as many of the lessons contain a discursive element.

The Golden Thread emphasizes the teaching of vocabulary. We know that this is often a barrier for our children and therefore requires more input. Appropriate vocabulary that is essential for the understanding of the taught PSHE skill is taught so that the children can express themselves using appropriate language.

We know that access to books is sometimes an issue for our families. To this end we have well stocked classroom libraries so that the children can always read in school and Key Stage libraries which allow children to select books to take home. Books related to PSHE are available for children to access.



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### **CURRICULUM IMPACT**

To measure the impact of the PSHE curriculum at GMSJ we use qualitative and quantitative information.

What we measure:

- Pupils procedural and declarative knowledge across the curriculum.
- Pupil's progress from starting points.

How we measure:

- Reviewing and evaluating the work pupils produce.
- Pupil voice via pupil conferencing.

Why we measure:

- To identify strengths in our PSHE curriculum delivery and set goals for improvement.