

'No act of kindness, no matter how small, is ever wasted.' Aesop.

Curriculum Aims and Principles

At Greet, we are driven by a collective mission of ensuring that children understand that there are **no limits to what they can achieve**. It is through this relentless ambition and high expectations that we seek to **achieve excellence** for our children, to develop their **social intelligence** and their understanding of how to live **ethical lives**. Our school mission and values form the drumbeat of day-to-day life at Greet. They are the driving forces behind our curriculum design.

Our curriculum has the children of Greet at its heart. It is rooted in our school, our families and our local community whilst ensuring learners are also taught about national and global issues. We endeavour to give our children a strong sense of their own identity and their place in the world, and to respect the same for others. They will know the story of humankind, its place in history and how they can have a positive impact on the future, so they are fully prepared for the challenges of the 21st Century.

All of our curriculum areas are carefully planned and mapped using **our core curriculum principles**. These ensure our curriculum is: **values driven**; focused on **the essentials**; **coherent, connected and cumulative**; incorporates **carefully selected knowledge**; **vocabulary rich**; **ambitious**; and **builds cultural capital**. Please see our 'Curriculum Aims and Principles' document for more details.

For all subject areas we have **carefully selected and sequenced the key knowledge and vocabulary** our children need to build the foundations of future academic success. Knowledge and vocabulary are **explicitly mapped on our medium term plans**. This knowledge and vocabulary is **delivered as a minimum requirement**. Content is arranged sequentially and logically with key concepts are revisited in a range of contexts within a year group, across year groups and across subjects. Our curriculum threads link key themes across the school.

PSHE at Greet

PSHE education is vital in supporting children to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. PSHE education at Greet helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.

Our PSHE curriculum helps children to develop skills and aptitudes - teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers. Our PSHE education is an important part of our school commitment to provide pupils with the knowledge and skills to keep themselves safe, make healthy choices and develop respect for themselves and others.

We use Kapow to teach the Health and Relationships programme. This programme covers the statutory requirements for teaching primary Health education and Relationships education (including changes introduced from September 2026.) We aim to develop the skills and knowledge of our children in a values-based context which enables schools to convey and enhance their own values, learning and behaviour, supporting these whole-school approaches to developing pupil wellbeing.

Relationships and Health education is important because it helps to keep pupils safe, gives pupils information and skills to make healthy choices, promotes tolerance and respect for others, prepares pupils for the changes of



puberty, develops the skills to form and maintain healthy relationships and gives pupils information on who can help if pupils are not feeling safe.

In the Early Years Foundation Stage, the foundations of the PSHE curriculum are taught through the prime area of Personal, Social and Emotional Development (PSED). Staff in Nursery focus on the following units; Feelings, Rules and Responsibility, Social Skills, Developing Empathy and Managing Conflict. Staff in Reception focus on the following units; Valuing Me, Personal Care, Feelings, Building Relationships, Empathy and Resilience, and Feelings and Empathy. EYFS also focus on discrete PSED teaching during a daily moment of reflection (class assembly) as well as being woven throughout day to day interactions with the children.

The PSHE programme from Year 1 to Year 6 consists of six broad topics:

- My Healthy Self
- Connecting with Others
- The Online World
- Citizenship
- Health Protection / Growing Up
- Staying Safe

Themes of personal safety, online safety, mental health and wellbeing are developed in an age -appropriate way and are applied across topics. Every year group has a safety lesson each half term, these are incorporated into our PSHE medium term plans.

Our PSHE curriculum has whole school themes and focus weeks mapped across the year. For example, in the autumn term we look at fire and firework safety and in the first part of the summer term we have a whole school focus on road safety. These are carried out through whole school or phase assemblies and are often supported with parent workshops to ensure key safeguarding and safety messages are followed up at home. Where possible we make use of external visitors to deliver workshops with the children, for example the children in Y4 are visited by West Midlands Fire Department for their SPARKS workshop.

At Greet we use the 'Zones of Regulation' to develop the children's awareness of their feelings, energy and alertness levels. The common language provided by the Zones of Regulation curriculum supports children from Nursery to Year 6 to explore and develop a variety of strategies supporting regulation, prosocial skills, self-care, and overall wellness. It provides an easy way to think and talk about how we feel on the inside. Zones of Regulation lessons are built into our PSHE medium term plans.

Entitlements

Through the PSHE curriculum every child will:

- receive 45 minutes of discrete PSHE or RE teaching each week.
- take part in daily discussions about feelings and emotions through the Zones of Regulation.

Assessment

We assess children's learning of PSHE in the following ways:

- through retrieval practise at the start of each lesson.
- reflection work in PSHE books.