

Oak CE Primary School

PSHE Curriculum Overview



Vision

Our aim at Oak CE Primary School is to empower our pupils to *'Be the best they can be'* and to live our shared core values of love, respect, endeavour and joy. Our PSHE curriculum is designed to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century.

We support our children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters, and will support them in becoming confident individuals and active members of our society.

We believe every child should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. We recognise our responsibility to safeguard and promote the welfare of all of our children by protecting them from physical, sexual or emotional abuse, neglect and bullying, whilst promoting tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations.

At Oak CE Primary School, we actively promote the fundamental British Values, which encompass the rule of law, democracy, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those with no faith. These values work closely alongside our school's Christian values, which are central to all aspects of our school life.

We understand and recognise that every child is individual and is at a different stage of social learning. Only through using a consistent approach to supporting their behaviour and learning will we be able to provide an environment in which our children can achieve their full potential and develop a life-long passion for learning, so that when they leave Oak, they will be prepared for life having developed both resilience and courageous advocacy.

We encourage pupils to play a positive role in contributing to the life of the school and the wider community, in doing so, we help develop their sense of self-worth and build positive relationships. Pupils feel valued and understand they have a voice in their learning and education, which is celebrated continuously.

Pupils learn to appreciate what it means to be a positive member of a diverse multicultural and modern society (including, but not limited to: different faiths and beliefs, genders, and diversity encompassing LGBTQ rights) and understand how to be safe, including physically, mentally and emotionally.

Our curriculum is constructed upon the fundamental principles outlined in the EYFS Statutory Framework and the Personal, Social, Health and Economic Education (PSHE) Guidance, as well as the Relationships and Sex Education (RSE) and Health Education Guidance.

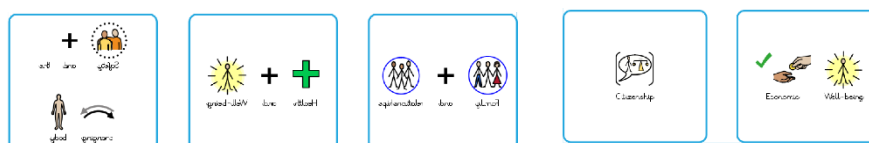
We teach our children in EYFS:

- Self-regulation
- Building relationships
- Managing self



We teach our children in Key Stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing



Teaching and Learning

The PSHE curriculum and long-term plan are designed to build on children's knowledge and understanding year on year. PSHE is taught on a weekly basis across the whole school. In Key Stage 1 and 2, all lessons are 45-minutes long, and lessons in reception last 15 minutes. All children begin each new year by setting their own ground rules for their PSHE lessons,

then start learning about families and relationships, followed by health and wellbeing, safety and the changing body, citizenship and end with economic wellbeing. All year groups learn the same topic at the same time (pupils in year 6 also learn about the subject of identity). At the end of the year, children complete one lesson on transition to prepare them for moving on into their next academic year.

In addition to our weekly PSHE lessons, pupils across school enjoy weekly My Happy Mind lessons to help improve and strengthen their mental and emotional well-being, as well as Pol-Ed lessons every two weeks to help children keep themselves safe by developing their understanding of risks, consequences and the law and to develop their resilience and ability to help and support each other.

Our spiral curriculum, where the same units are taught year on year in increasing detail and complexity, help children learn and develop new knowledge and skills in each lesson, building upon what they have learned before. There is a clear progression of knowledge and skills from reception through to year 6.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In Key Stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. Knowledge organisers are also used to support the retention of children's knowledge and skills. In many lessons, stories, scenarios and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios which they may find themselves in.

At Oak, we use the Kapow Primary, My Happy Mind and Pol-Ed schemes of work to facilitate learning from EYFS to Key Stage 1 and 2. We also offer children the opportunity to hear visiting speakers, such as the school nurse, police, political, church and other faith representatives, to talk about their role in creating a positive and supportive local community and contextualise learning wherever possible.

Early Years Foundation Stage

In our nursery and reception classes we prepare our children to face the demands of the Primary National Curriculum in KS1 and beyond. Small steps to reach the nursery Personal, Social and Emotional Development (PSED) end points inform the planning in nursery from age two. In reception, children enjoy weekly taught sessions linked to the PSED Early Learning Goals; each half term the focus changes from self-regulation to managing self and building relationships. As well as preparing children KS1, we work hard to help them understand themselves and their own feelings, as well as those of others. We help children set and work towards goals, develop confidence, independence, resilience and perseverance as well as understanding the importance of following the rules. We also help children to work and play cooperatively, take turns with others and build strong, appropriate relationships with their peers and adults.

Inclusion

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is age-appropriate, sensitive and suitable for the performance of all groups and individuals; we are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment or any kind of discrimination to achieve their potential. PSHE is inclusive and supportive to children with special educational needs (SEN) or any other needs. Teachers adapt learning to the needs of all of the pupils in their classes.

Assessment

Teachers and leaders assess children's knowledge, skills, attitudes and attributes relating to PSHE in a number of different ways. Subject leaders conduct learning walks and look at pupils' work to assess the knowledge and skills that they have learned. When appropriate, teachers assess their pupils' knowledge and skills through the use of low-stakes end of unit quizzes. Leaders and teachers assess pupils' attitudes and attribute, and how these improve through the teaching of PSHE, using a number of different assessment tools, including data on whole-school behaviour, CPOMS records, staff and pupil voice and self- and peer-assessment or reflection. Leaders and teachers use this data to respond to any gaps in knowledge and skills, or other issues as they arise, in both proactive and reactive planning.