PSHE

CURRICULUM: PSHE

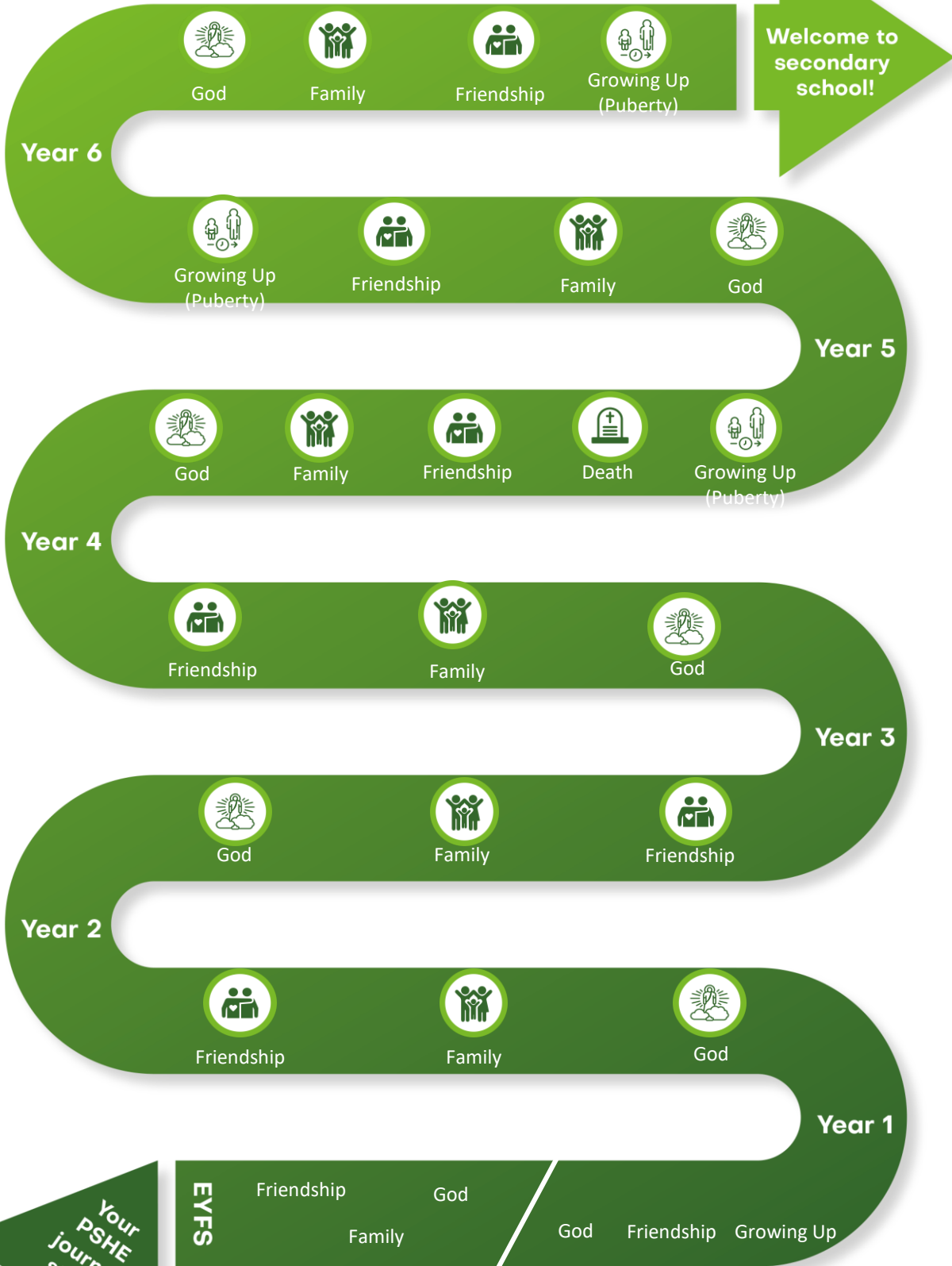**St Gregory's Catholic Academy**

Forward Together in the Love of Christ

CURRICULUM NARRATIVE

RELATIONSHIPS
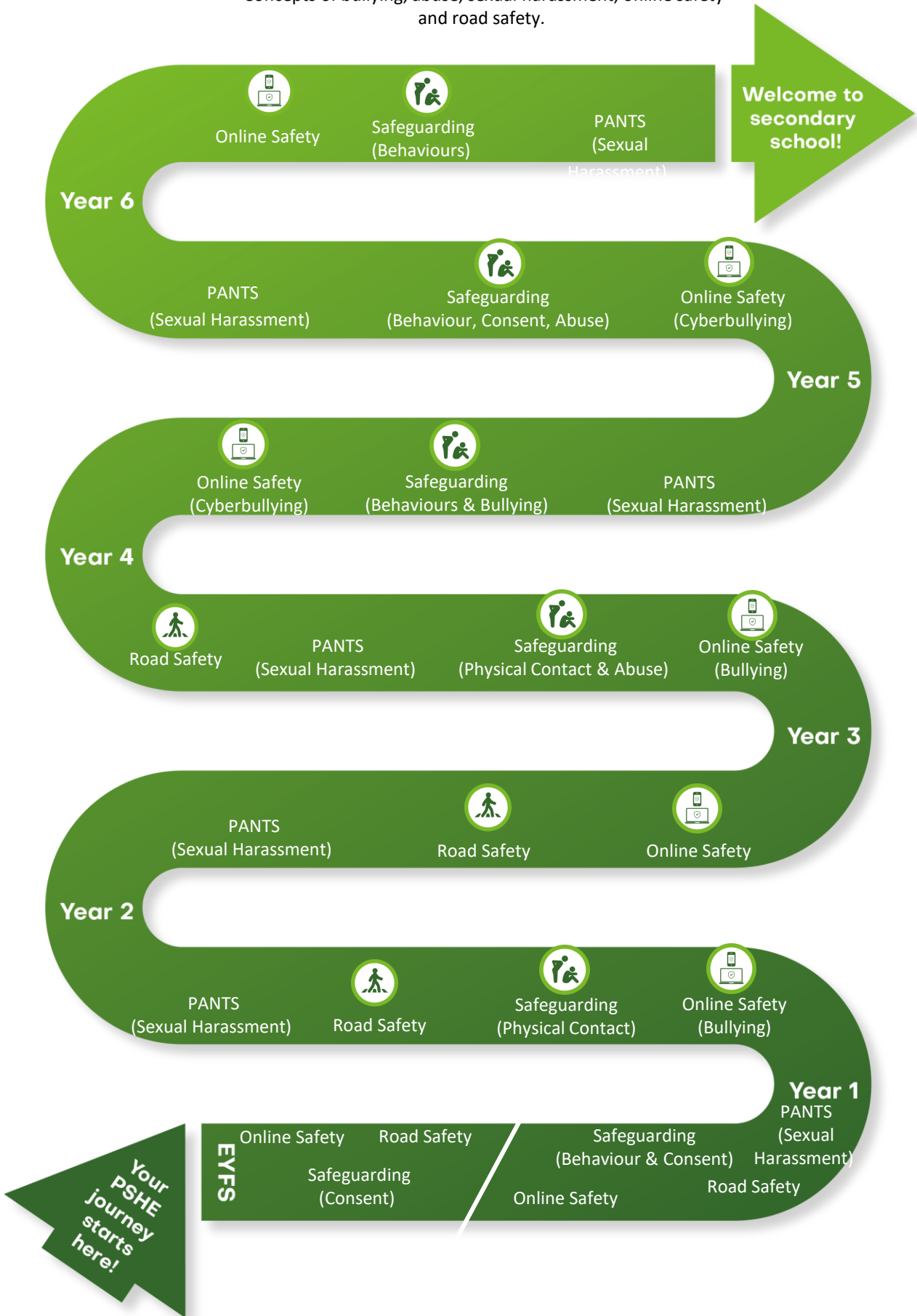
Understanding our relationship with God, our family and our friends. Understanding the cycle of life and growing up in the body given to us by God.

Year 6

- God
- Family
- Friendship
- Growing Up (Puberty)

Welcome to secondary school!

Year 5

- Growing Up (Puberty)
- Friendship
- Family
- God

Year 4

- God
- Family
- Friendship
- Death
- Growing Up (Puberty)

Year 3

- Friendship
- Family
- God

Year 2

- God
- Family
- Friendship

Year 1

- Friendship
- Family
- God

EYFS

- Friendship
- Family
- God
- God
- Friendship
- Growing Up

Your PSHE journey starts here!

Forward Together in the Love of Christ

CURRICULUM NARRATIVE

STAYING SAFE

Concepts of bullying, abuse, sexual harassment, online safety and road safety.

Welcome to secondary school!

Year 6
- Online Safety
- Safeguarding (Behaviours)
- PANTS (Sexual Harassment)

- PANTS (Sexual Harassment)
- Safeguarding (Behaviour, Consent, Abuse)
- Online Safety (Cyberbullying)

Year 5

Year 4
- Online Safety (Cyberbullying)
- Safeguarding (Behaviours & Bullying)
- PANTS (Sexual Harassment)

- Road Safety
- PANTS (Sexual Harassment)
- Safeguarding (Physical Contact & Abuse)
- Online Safety (Bullying)

Year 3

Year 2
- PANTS (Sexual Harassment)
- Road Safety
- Online Safety

- PANTS (Sexual Harassment)
- Road Safety
- Safeguarding (Physical Contact)
- Online Safety (Bullying)

Year 1
- PANTS (Sexual Harassment)
- Safeguarding (Behaviour & Consent)
- Online Safety
- Road Safety

EYFS
- Online Safety
- Road Safety
- Safeguarding (Consent)

Your PSHE journey starts here!

Forward Together in the Love of Christ

CURRICULUM NARRATIVE

HEALTH & WELLBEING

Healthy eating, importance of exercise, alcohol, harmful substances. first aid, mental health and developmental changes.

Welcome to secondary school!

Year 6
- Mental Health (Mini Medics)
- Physical (Puberty)
- Health & Hygiene
- Harmful Substances (Science)

Year 5
- Feelings & Emotions
- Mental Health (Mini Medics)
- First Aid
- Physical (Puberty)
- Harmful Substances
- Mental Health (Mini Medics)

Year 4
- Physical (Puberty)
- Health & Hygiene
- Mental Health (Mini Medics)

Year 3
- Feelings & Emotions
- First Aid
- Harmful Substances
- Mental Health (Mini Medics)

Year 2
- Health & Hygiene
- Mental Health (Mini Medics)
- Feelings & Emotions

Year 1
- First Aid
- Harmful Substances

EYFS
- Physical
- Health & Hygiene
- Feelings & Emotions

Your PSHE journey starts here!

Forward Together in the Love of Christ

CURRICULUM NARRATIVE

LIVING IN THE WIDER WORLD

Understanding technology, careers, financial capability, being part of a community and being stewards of God's world.

Year 6
- Money
- Online Safety
- Community (CST)

Welcome to secondary school!

Year 5
- Community
- Online Safety
- Money

Year 4
- Money
- Online Safety
- Community

Year 3
- Community
- Online Safety
- Money

Year 2
- Money
- Online Safety

Year 1
- Online Safety
- Money

EYFS
- Online Safety
- Online Safety

Your PSHE journey starts here!

Forward Together in the Love of Christ
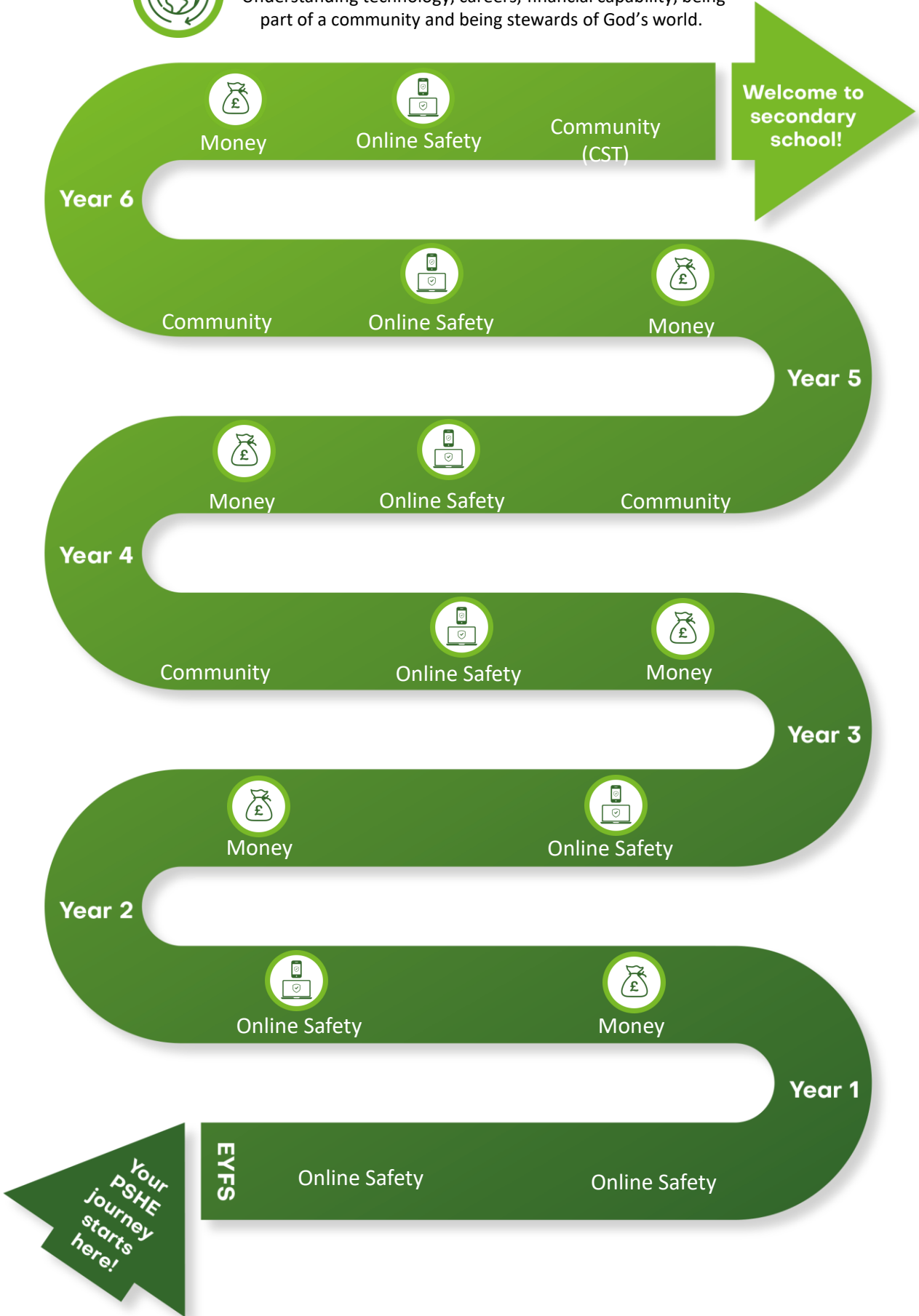
CURRICULUM NARRATIVE

Careers

Through clear direction within PSHE and RSE, children are exposed to a range of careers.

They learn about jobs within the community, public sector and other more specialised job roles.

Children have opportunities to reflect on a career they aspire for and the skills they might need to reach their goals.
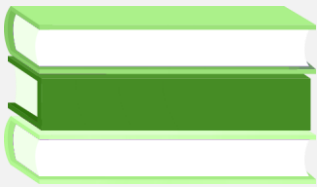
Virtues

Our character virtues of respect and responsibility, justice and compassion, confidence and resilience, honesty and self-belief, run through our PSHE curriculum and are designed to help children develop their sense of self and be ready to move with confidence onto their next chapter.

Through learning about mental health and being safe, the children develop a sense of resilience, responsibility and confidence. Parliament, stewardship and British Values education enables children to develop their sense of justice.

Overall, the PSHE curriculum, alongside the character virtues supports pupils in becoming ready for the wider world in secondary school and as adults.

Threshold Concepts

Relationships
Understanding family, friendships, lifecycles and bullying.

Health and Wellbeing
Healthy eating, importance of exercise, first aid, mental health and developmental changes.

Living in the Wider World
Understanding technology, careers, financial capability and being stewards of God's world.

Staying Safe
Concepts of bullying, abuse, sexual harassment, online safety and road safety.

The study of PSHE and RSE is a vital part of children's development and wider understanding of the world we live in. Within RSE, children will recognise that every individual is unique and made in the image and likeness of God. Through PSHE, children will gain the knowledge they need to make informed choices and therefore make positive contributions to the wider community.

The Journey Begins…

In EYFS, PSHE includes learning about feelings, the body and the basic concept of having rules for their body. Children will learn about making safe choices online, and for crossing the road. They will also explore different family set ups, and recognise all families are different.

In KS1, these concepts are developed and built upon. In Year 1, children start to learn about financial capability and the concept of handling money. They start to learn about abuse in the form of physical contact. They begin to develop an understanding of online safety, by exploring online image and identity. Year 1 children learn some basic first aid skills and start to understand the impact of harmful substances. In Year 2, children learn about girls and boys bodies, how to be clean and healthy and they will continue to understand being safe online. They explore financial capability and learn how to save money. They explore mental health and feelings, including the theme of death.

In KS2, many themes are built upon in greater detail than in KS1. Online safety is taught in all year groups and children explore how to recognise and deal with cyberbullying. Mental health is taught in every term in KS2, as is financial capability. Children learn about sexual harassment and abuse, so that they can recognise negative relationships and situations that are not safe. There are many opportunities for learning about family, feelings and the community in which children explore a range of protected characteristics.

Intent

Our PSHE curriculum is purposeful, progressive and empowering for all pupils. The curriculum provokes curiosity and excitement for all. Gospel Values, Trust Character Virtues and British Values are threaded throughout. The PSHE and RSE curriculum build on the statutory content outlined in the National Curriculum with the aim to provide pupils with the knowledge and understanding they need to make informed choices and to be a positive influence in the communities that they belong to. It gives pupils the knowledge, skills and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain. We intend that all pupils will recognise and value that every individual is special and unique in the image and likeness of God.

Implementation

The curriculum has been designed to provide opportunities for pupils to develop the skills, knowledge and understanding they need to grow into independent and respectful members of society, by addressing topics most relevant in this current climate. The Ten;Ten RSE programme has been followed as well as being supplemented with additional resources and programmes that provide pupils with a spiral, coherent PSHE and RSE curriculum. Topics that are covered across the different year groups include safeguarding; sexual harassment; child on child abuse; protected characteristics; financial capability; mental health; and online safety. The sequence of the long-term plan ensures that themes are taught intentionally as opposed to incidentally.

Teachers will deliver lessons, which teach children the steps they can take to protect and support their own and others' health, safety, and happiness. Learning is reflected through the active role our children play in our community.

All children have the opportunity to express themselves, talk about relevant matters, and learn without judgement. We ensure that our children have a voice during learning walks, and at regular meetings for each pupil's voice group. When delivering PSHE, our priority is ensuring that all parents understand and can support their children at home, in the hope of extending and building on the learning children do at school. Parents are consulted on and have a voice in how and what their children learn.

Impact

Pupils will be taught the skills to effectively manage their relationships and make informed lifestyle choices. They will be able to apply their learning to real life situations and make positive contributions to the wider community in which they live and beyond. Attitudes and behaviour demonstrates respect tolerance and high aspirations of themselves. The PSHE curriculum provides pupils with the knowledge, skills and understanding they need for their next step in their education and adulthood.

Children will leave us ready for their next step into Secondary school and are armed with skills, knowledge and understanding that they can take forward into adulthood. Our children leave us prepared for life in an ever-changing modern Britain. They have the tools they need to succeed, keep themselves safe and thrive.

We measure impact by the triangulation of learning walks, work scrutiny and pupil voice, as well as this we carry our yearly subject leader/ teaching staff discussions – where areas for development are discussed, and for which targets for the year are collaboratively developed.

CURRICULUM ICONS

Safeguarding

Road Safety

– Mental Health

Sexual Harassment

Child on Child Abuse

Online Safety

Bullying

Financial Capability

Protected Characteristics:

Disability

Age

Race

Gender

Sexual Orientation

Pregnancy & Maternity

Marriage and Civil Partnership

Gender Reassignment

SUPPLEMENTARY LONG-TERM PLAN

		Curriculum Coverage		
Phase	**Year**	**Autumn**	**Spring**	**Summer**
Early Years	**Nursery**	Story sessions – handmade with love Role model Who's Who? You've got a friend in me Forever friends Self-image and online identify	Safe inside and out My body, my rules Feeling poorly People who help us Online reputation	God is love Loving God, loving others Me, you, us Online bullying Online relationships THINK – Takes of the Road
	Reception	Story sessions – handmade with love I am Me Heads, shoulders, knees and toes Ready teddy? Health, wellbeing and lifestyle	I like, you like, we all like! Good feelings, bad feelings Let's get real Growing up Managing online information Privacy and security	God is love Loving God, loving others Me, you, us Copyright and ownership THINK – Stepping stones to road safety THINK – Be Bright, Be Seen NSPCC PANTS (sexual harassment)
KS1	**Year 1**	Online Safety (Computing) Story sessions – Let the children come God loves you Special people Self-image and online identify Money Matters	Treat others well……and say sorry Being safe (online safety and safeguarding) Good and bad secrets Physical contact Online relationships Online reputation Where Money Comes From Looking After Money	Harmful substances Can you help me? (first aid) Trinity house Who is my neighbour? The communities we live in Online bullying THINK – Safety first THINK – Road Rangers NSPCC PANTS (sexual harassment)
	Year 2	Online Safety (Computing) Story sessions – Let the children come I am Unique Girls and Boys Clean and Healthy Managing online information Health, wellbeing and lifestyle Spend or Save Understanding Mental Health	Feelings, likes and dislikes Feeling inside out Super Susie gets angry The cycle of life Beginnings and endings NSPCC PANTS (sexual harassment) Privacy and security Want or Need Emotions and feelings Mental health problems – causes and signs	God loves you Trinity house Who is my neighbour? The communities we live in Copyright and ownership THINK – Roads away from home THINK – Road Safety Warriors Going Shopping Looking after our mental health

SUPPLEMENTARY LONG-TERM PLAN

Curriculum Coverage

Phase	Year	Autumn	Spring	Summer
LKS2	Year 3	Online Safety (Computing) Story sessions – Get up! The sacraments Story sessions – Jesus my friend Friends family and others Evolve – Self-image and online identify Where does Money come from Understanding Mental Health	When things feel bad Sharing online Chatting online (cyberbullying). Safe in my body - Physical contact (abuse including sexual abuse) Drugs, alcohol, tobacco First Aid heroes NSPCC PANTS (sexual harassment) Online relationships Ways to Pay Talking about mental health Mental health problems – impact	Trinity house Who is the Church? How do I love others? Online reputation Online bullying THINK – Do you stop, listen, look, think? THINK – Take the lead THINK – Map your journey Reasons to Borrow Looking after our mental health
	Year 4	Online Safety (Computing Story sessions – Get up! The sacraments We don't have to be the same Respecting our bodies What is puberty? Managing online information Spending Decisions Understanding Mental Health	Changing bodies What am I looking at? I am thankful Lifecycles A time for everything NSPCC PANTS (sexual harassment) Health, wellbeing and lifestyle Privacy and security Advertising Emotions and feelings Mental health problems – loneliness	Trinity house Who is the Church? How do I love others? NSPCC Stop Speak Support (bullying/online safety) Copyright and ownership Keeping Track Looking after our mental health
KEY		Relationships and Sex Education – some RSE lessons include the following themes: Protected characteristics* Safeguarding* (including road safety) Mini Medics – Mental Health Sexual harassment Child on child abuse* Online safety* Bullying Financial capability – Santander Money Matters *PREVENT Strategy included		

SUPPLEMENTARY LONG-TERM PLAN

		Curriculum Coverage		
Phase	Class	Autumn	Spring	Summer
UKS2	Year 5	Online Safety (Computing) Story sessions – calming the storm Is God calling you? Under pressure Do you want a piece of cake? (Consent) Self:Talk Online reputation Look After It Understanding Mental Health	Sharing isn't always caring Cyberbullying Types of abuse (abuse including sexual abuse) Impacted lifestyles Making good choices Giving assistance (first aid) NSPCC PANTS (sexual harassment) Online bullying Critical Consumers Talking about mental health Mental health problems – feeling worried	Trinity house Catholic social teaching Reaching out Self image and online identify Online relationships Money in the wider World Looking after our mental health
	Year 6	Online Safety (Computing) Story sessions – calming the storm Gifts and talents Girls bodies Boys bodies Spots and sleep Managing online information Value for Money and Ethical Spending Understanding Mental Health	Body image Peculiar feelings Emotional changes Hope beyond death Seeing stuff online NSPCC PANTS (sexual harassment) Health, wellbeing and lifestyle Privacy and security Budgeting Emotions and feelings Mental health problems – feeling unhappy	Making babies part 1 and 2 (Pt 2 may be omitted) Menstruation Trinity house Catholic social teaching Reaching out Copyright and ownership NSPCC – It's not okay (sexual harassment 11+) Money and Emotional Wellbeing Looking after our mental health
KEY		Relationships and Sex Education – some RSE lessons include the following themes: Protected characteristics* Safeguarding* (including road safety) Mini Medics – Mental Health Sexual harassment Child on child abuse* Online safety* Bullying Financial capability – Santander Money Matters *PREVENT Strategy included		

The BHCET PSHE curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding
'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.
Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction
Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching" One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.
Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies
Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning
Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.
Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping
Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met
Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.

Assessment comprises two <u>linked</u> processes:

Formative Assessment: provides Assessment <u>for</u> Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment <u>as</u> Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.
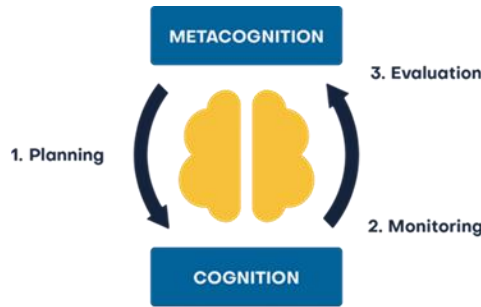
Metacognitive Regulation Cycle
(EEF Metacognition & Self regulation Guidance)

Summative Assessment: provides Assessment <u>of</u> Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:
•Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
•Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
•Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
•Provides feedback recognising achievement, increasing pupil confidence/motivation.
•Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
•Allows regular subject specific extended writing and access to high quality text/ reading.
•Should be moderated and standardised to ensure **<u>purposeful, meaningful, and timely feedback.</u>**
•Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
•Allows leaders and staff to make timely adaptations to the curriculum.