



St Joseph's Catholic Primary School

Love God, Love Learning, Love One Another

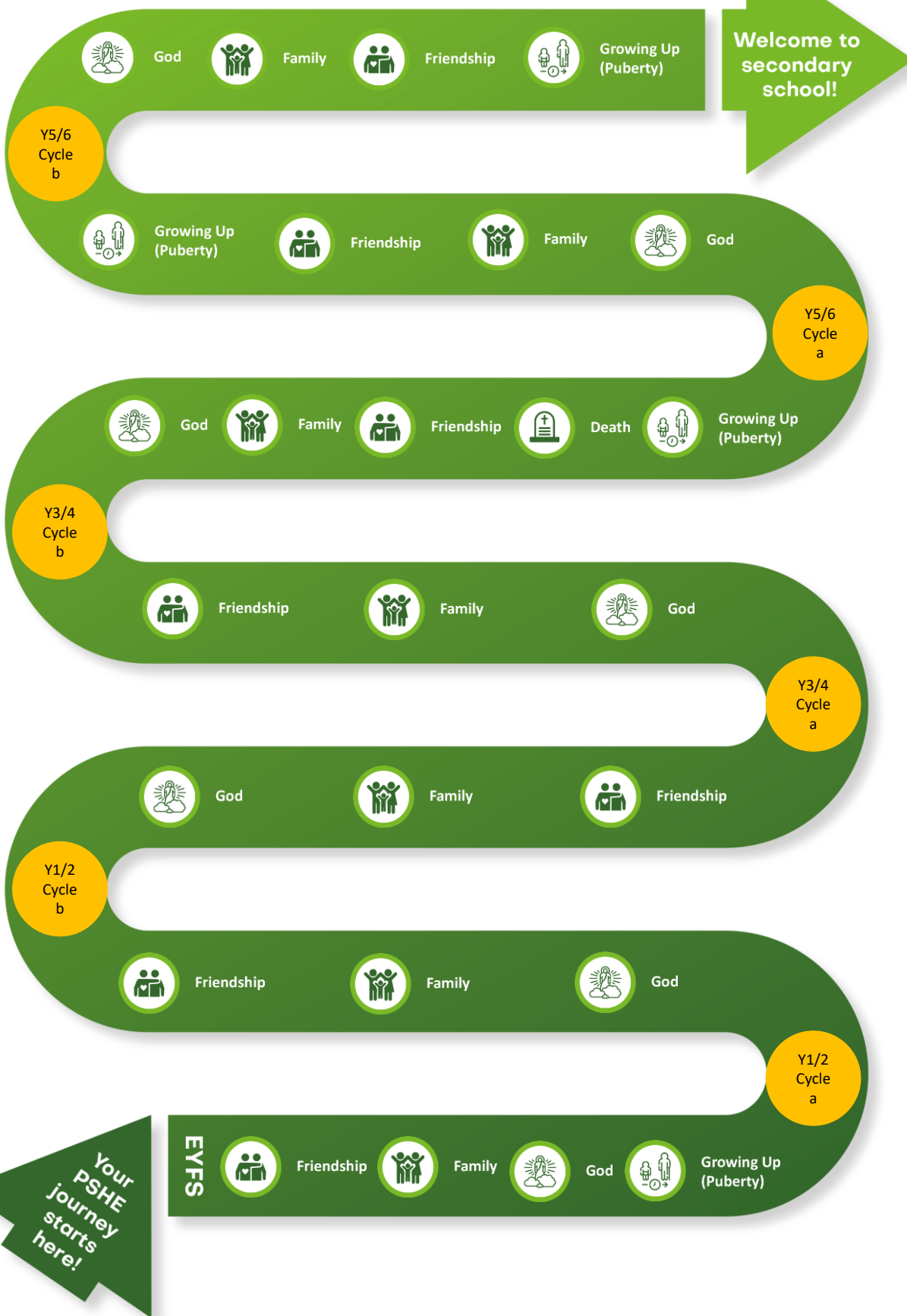


CURRICULUM NARRATIVE

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.





CURRICULUM NARRATIVE

STAYING SAFE



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

Welcome to secondary school!

Y5/6
Cycle b



Online Safety



Safeguarding



PANTS
(Sexual Harassment)



PANTS
(Sexual Harassment)



Safeguarding



Online Safety

Y5/6
Cycle a



Online Safety



Safeguarding



PANTS
(Sexual Harassment)

Y3/4
Cycle b



Road Safety



PANTS
(Sexual Harassment)



Safeguarding



Online Safety

Y3/4
Cycle a



PANTS
(Sexual Harassment)



Road Safety



Online Safety

Y1/2
Cycle b



PANTS
(Sexual Harassment)



Road Safety



Safeguarding



Online Safety

Y1/2
Cycle a

EYES



Online Safety



Safeguarding



Road Safety



PANTS
(Sexual Harassment)

Your PSHE journey starts here!

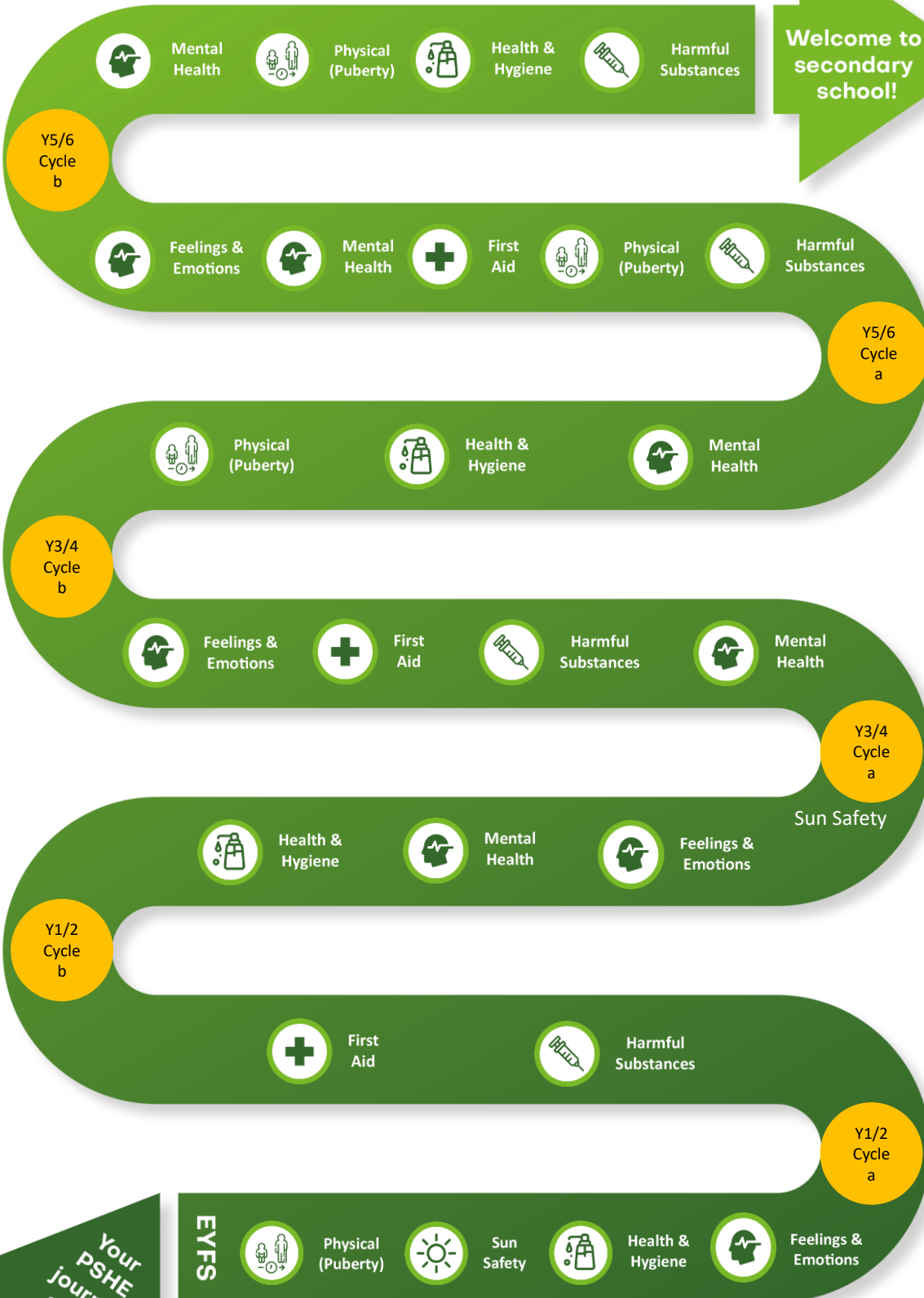


CURRICULUM NARRATIVE

HEALTH & WELLBEING



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



Your PSHE journey starts here!

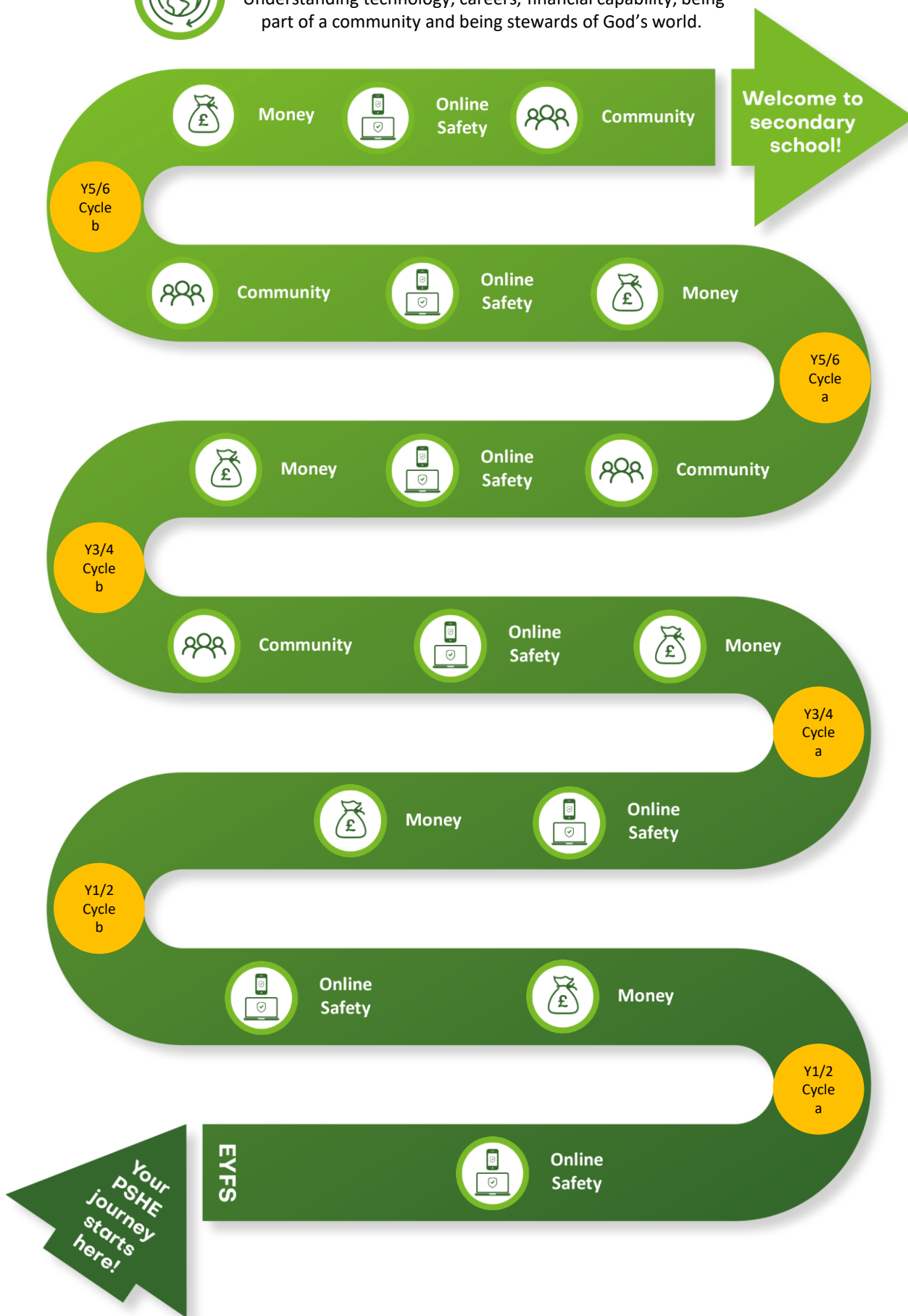


CURRICULUM NARRATIVE



LIVING IN THE WIDER WORLD

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





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 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.



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 PSHE, 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.



CURRICULUM NARRATIVE

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, and books show independent work, group work and evidence of role play or group activities.

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.

Schools should be aware of the 'Key Decisions' as advised by Ten:Ten and make these decisions how they see fit for their children and families. The long-term plan using Ten:Ten may then be altered accordingly for schools who make different decisions. Parents should have access to the PSHE curriculum and can request to see any resources used. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Impact

Pupils will be able 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 lesson observations, 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	
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
	*PREVENT Strategy included
	Life to the Full 10:10 (Scheme of Learning) 
	Bishop Hogarth Curriculum Unit 
	Bespoke to St Joseph's 




























SUPPLEMENTARY LONG-TERM PLAN

Phase	Class	Autumn	Spring	Summer
Early Years	Nursery (Cycle a and b)	Story Sessions – Handmade With Love Role Model Who's Who? You've got a Friend in Me Forever Friends Self-image and Online Identity	Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us Online Reputation Courtesy and Manners Healthy Eating – Cook Visit	God is Love Loving God, Loving Others Me, You, Us Online Bullying Online Relationships THINK – Tales of the Road Being Safe in the Sun
	Recep (Cycle a and b)	Story Sessions – Handmade With Love I am Me Heads, Shoulders, Knees And Toes Ready Teddy? Health, Wellbeing and Lifestyle THINK – Stepping Stones to Road Safety Healthy Eating and Table Manners - Cook Visit	I Like, You Like, We All Like! All the Feelings Let's Get Real Growing Up Managing Online Information Privacy and Security THINK – Be Bright, Be Seen	God is Love Loving God, Loving Others Me, You, Us What is the Internet? Playing Online Copyright and Ownership THINK – Road Rangers NSPCC PANTS (Sexual Harassment) Workshop Being Safe in the Sun Fire Engine Visit



SUPPLEMENTARY LONG-TERM PLAN

Phase	Class	Autumn	Spring	Summer
KS1	Year 1/2 (Cycle a)	 Online Safety (Computing)  Story Sessions – Let the Children Come  God Loves You  Special People  Self-image and Online Identity  Money Matters  Dental Hygiene and Healthy Eating  Courtesy and Manners  Bonfire Night Safety- Fire Brigade	 Treat Others Well...and Say Sorry  Real Life Online  Good and Bad Secrets  Physical Contact  Online Relationships  Online Reputation  Where Money Comes From  Looking After Money	 Harmful Substances  Can You Help Me? Part 1 And 2  Three in One  Who is my Neighbour?  The Communities We Live In  Online Bullying  THINK – Safety First  NSPCC PANTS (Sexual Harassment) Workshop  Peace of Mind  Fire Engine Visit
	Year 1/2 (Cycle b)	 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  Healthy Eating  Bonfire Night Safety- Fire Brigade	 Feelings, Likes and Dislikes  Feeling Inside Out  Super Susie Gets Angry  The Cycle of Life  Beginnings and Endings  NSPCC PANTS (Sexual Harassment) Workshop  Privacy and Security  Wants Or Needs  Emotions and Feelings  Mental Health Problems – Causes and Signs	 God Loves You  Three in One  Who is my Neighbour?  The Communities We Live In  Rules To Help Us  Copyright And Ownership  THINK – Roads Away From Home  THINK – Road Safety Warriors  Going Shopping  Looking After Our Mental Health  Sun safety  Peace Of Mind  Fire Engine Visit



SUPPLEMENTARY LONG-TERM PLAN

Phase	Class	Autumn	Spring	Summer
LKS2	Year 3/4 (Cycle a)	Online Safety (Computing) Story Sessions – Get up! The Sacraments Story Sessions – Jesus, my Friend Friends, Family and Others Self-image and Online Identity Where Does Money Come From Understanding Mental Health Dental Hygiene and Healthy Eating Bullying and Friendship Bonfire Night Safety- Fire Brigade YMT Residential (Y3/4)	When Things Feel Bad Sharing Online Chatting Online Safe in my Body Drugs, Alcohol, Tobacco First Aid Heroes NSPCC PANTS (Sexual Harassment) Workshop Online Relationships Ways to Pay Talking about Mental Health Mental Health Problems – Impact Team Up Kids 1 and 2 (Go Well) St John's Retreat (Y4)	A Community of Love What is the Church? How Do I Love Others? Online Reputation Online Bullying THINK – Road Safety Reasons to Borrow Looking After Our Mental Health Courtesy and Manners Peace of Mind
	Year 3/4 (Cycle b)	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 Bullying and Mental Wellbeing Bonfire Night Safety- Fire Brigade YMT Residential (Y3/4)	Changing Bodies What Am I Looking At? I am Thankful Lifecycles A Time for Everything NSPCC PANTS (Sexual Harassment) Workshop Health, Wellbeing and Lifestyle Privacy and Security Advertising Emotions and Feelings Mental Health Problems – Loneliness St John's Retreat (Y4) Team Up Kids 1 and 2 (Go Well)	What am I Feeling? A Community of Love What is the Church? How Do I Love Others? Copyright and Ownership Keeping Track Looking After Our Mental Health Healthy Sleeping Peace of Mind






























SUPPLEMENTARY LONG-TERM PLAN

Phase	Class	Autumn	Spring	Summer
UKS2	Year 5/6 (Cycle a)	Online Safety (Computing) God is Calling You Under Pressure Do You Want a Piece of cake? Self-Talk Online Reputation Look After It Understanding Mental Health Courtesy and Manners Mini Police Project (Y5) Bonfire Night Safety- Fire Brigade Railway Safety	Sharing Isn't Always Caring Cyberbullying Types of Abuse (Abuse Including Sexual Abuse) Impacted Lifestyles Making Good Choices Giving Assistance NSPCC PANTS (Sexual Harassment) Workshop Online Bullying Critical Consumers Talking about Mental Health Mental Health Problems - Feeling Worried Team Up Kids 2 and 3 (Go Well) Parliament Visit (Y6) Derwent Hill Residential (Y5/6)	The Holy Trinity Catholic Social Teaching Reaching Out Self-Image and Online Identity Online Relationships Money in the Wider World Looking After Our Mental Health Bullying and Stereotypes Health and Allergies Y5/6 Police Safety Carousel Environmental Workshop (Newton Aycliffe Council) YMT Festival (Y6)
	Year 5/6 (Cycle b)	Online Safety (Computing) Story Sessions – Calming the storm Gifts and Talents Girls' Bodies Boys' Bodies Spots and Sleep Build Others Up Managing Online Information Value for Money and Ethical Spending Understanding Mental Health Mini-Police Project (Y5) Bonfire Night Safety- Fire Brigade	Body Image Peculiar Feelings Emotional Changes Hope Beyond Death Seeing Stuff Online NSPCC PANTS (Sexual Harassment) Workshop Health, Wellbeing and Lifestyle Privacy and Security Budgeting Emotions and Feelings Feeling Unhappy Team Up Kids 2 and 3 (Go Well) Derwent Hill Residential (Y5/6) Parliament Visit (Y6)	Menstruation The Holy Trinity Catholic Social Teaching Reaching Out Copyright and Ownership Money and Emotional Wellbeing Looking After Our Mental Health Y5/6 Police Safety Carousel Environmental Workshop (Newton Aycliffe Council) YMT Festival (Y6)



SUPPLEMENTARY LONG-TERM PLAN

Student Council		
Autumn	Spring	Summer
 Word First Aid Day  Anti-Bullying Week  UK Parliament Week school debate  Diabetes UK  Remembrance Day/ Poppy appeal  Mikolajki Day (Polish Celebration)	 Autism Awareness Day  International Epilepsy Day  Safer Internet Day	 Meeting with local MP  World Sickle Cell Day  World Refugee Day  World Asthma Day

Mini Vinnies		
Autumn	Spring	Summer
 Visit to Rose Lodge or Lindisfarne care home.  International Day of Peace  All Saints day  Save the Children Day  Parishioners' afternoon tea  Christmas prayer stations  Harvest appeal	 Visit to Rose Lodge or Lindisfarne care home.  Easter prayer stations  Big Lent Walk  Parishioners' afternoon tea	 Visit to Rose Lodge or Lindisfarne care home.  Pentecost (Celebration of the Word)  Feast of St Peter and Paul (Celebration of the Word)



SUPPLEMENTARY LONG-TERM PLAN

Wellbeing Leaders		
Autumn	Spring	Summer
Wellbeing Playground Games (One dinner time per week)		
Community Café (Monthly)		
Millan Coffee Morning World Mental Health Day Wellbeing training (Go Well)		

Eco Warriors		
Autumn	Spring	Summer
Recycle Week	Global Recycle Day International Day of Forests Community Garden week	National Switch off Day

Sports Leaders		
Autumn	Spring	Summer
Playground Games (One dinner time per week)		
Sports Leader training (Go Well)	National Skipping Day event	Sports day ambassadors



SEND

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.

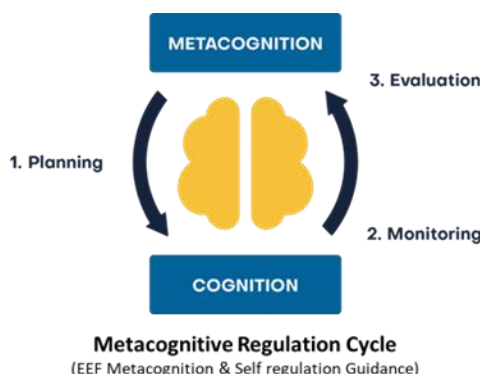
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.



ASSESSMENT

Assessment comprises two linked processes:

Formative Assessment: provides Assessment for 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 as 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.



Summative Assessment: provides Assessment of 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 **purposeful, meaningful, and timely feedback**.
- 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.

