



## PSHE – Curriculum Intent

### Intent:

At Hunningley Primary Academy, our Personal, Social, Health and Economic (PSHE) curriculum is designed to teach children how to become healthy, responsible, respectful, contributing, aspirational members of British society through the framework of three vertical concepts. Beginning with the National Curriculum, we have designed our curriculum as a progressive model around these vertical concepts which provide a concrete lens through which to study and contextualise PSHE, as well as small steps to help pupils gain a deep understanding of the subject.

Our PSHE curriculum is bespoke to our pupils as it has been developed and created around the context of our locality. Our curriculum intent sets out our school's vision to develop the whole child and their individual talents and it teaches children essential skills for life such as cooperation, teamwork, resilience as well as respect for others and the environment. Our curriculum also teaches children about equality, diversity and what healthy relationships look like. Also, by teaching the children the importance of British Values, we are preparing them to become independent and responsible members of our school, the local community and wider society.

Our curriculum follows and is tracked through the three vertical concepts of:

### ***Living in the Wider World***

*Focuses on aspirations, jobs and interests, managing and decision making with money, how choices can make a difference to others and the environment.*

### ***Health and Wellbeing***

*Focuses on physical and mental wellbeing, safety (Including online), managing feelings and emotions, strengths and interests and personal hygiene*

### ***Relationships***

*Focuses upon healthy relationships, Sex Education (Y6), consent, harassment, FGM, diversity, body parts and the different relationships we experience in life.*

Our PSHE curriculum is designed in a way that embeds core disciplinary knowledge and equips our children with sufficient knowledge to think, act and work like a social scientist.

Our curriculum provides our children with experiences that extend beyond the National Curriculum which celebrate the richness of the local community, Barnsley, as well as the wider world and provide all children with opportunities to learn first-hand from experts and develop their imaginations which raise aspirations and create new possibilities.

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## **Implementation:**

Early Years is the first opportunity to develop our children's personal development which is tracked through the Early Years Foundation Stage Statutory Framework strands of self-regulation, managing self, and building relationships with others. Our children are provided with many opportunities to develop themselves and their characters as PSHE is an underlying theme in all areas of their everyday curriculum. By the end of the foundation stage our children will be able to show sensitivity to their own and others needs, manage their own basic hygiene and personal needs, show an understanding of their own feelings and those of others and they will have begun to regulate their own behaviour accordingly in preparation for KS1.

In Key Stage 1 and Key Stage 2, our children follow a progressive curriculum which builds on prior substantive and disciplinary knowledge each year to ensure they have a firm understanding of the content that has been covered through our PSHE curriculum in preparation for Key Stage 3.

Also, when teachers plan each unit of PSHE, they begin with the end point in mind and have clarity about what exactly they want the children to learn in each unit of work that is completed. Outcomes are clear and detailed, and each lesson has a concise learning intention. We are determined that children develop the progressive skills of a social scientist throughout their time at Hunningley which contributes to the development of their character and helps prepare them for adult life.

The curriculum is well designed and developed to be ambitious for all learners and to ensure children know and remember more. Up to date research on cognitive load and on how children learn most effectively, determined our approach on how our PSHE curriculum is implemented in school. We take an approach of spacing out new knowledge combined with interleaving and retrieval practice to ensure learning sticks. Each unit has built in practice, retrieval and reinforcement of the key vertical concepts to ensure knowledge sticks in the long-term memory.

Substantive knowledge rich lessons where children build on prior learning and situate knowledge within carefully constructed concepts are delivered following Rosenshine's Principles of Instruction. Teachers create knowledge organisers at the start of each unit of work which outline the key substantive knowledge and vocabulary which all children must master with each unit being carefully planned for progression and depth.

For each unit of learning completed in PSHE, teachers plan for and all children experience:

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- The disciplinary knowledge needed to be successful.
- Cooperative learning using Kagan strategies to ensure high levels of accountability and engagement for all children.
- A careers pathway that highlights the range of jobs and careers that PSHE can lead to.
- Educational visits, visiting experts to enhance the learning experiences.
- Classroom working walls which detail; current, prior and future learning.
- To bring learning to life, lessons or parts of lessons take place in our immersive classroom to enable children to see first-hand the curriculum they are learning at that time in their own school environment.
- Questioning is used to allow pupils to consolidate knowledge and understanding where necessary or to apply learning in an open manner.
- Opportunities for all pupils to see themselves reflected in the curriculum.
- To enable children of all abilities to access the curriculum, additional models and scaffolds are provided. Teachers reference the PSHE Four Broad Areas of Need document' to ensure their planning meets the needs of all children; changes to pedagogy are also considered and changes to content are made in consultation with the PSHE Lead and the SENCO.

### **Impact:**

Our PSHE curriculum is high quality, well sequenced and planned to demonstrate progression. Children will have the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. They have knowledge of, and respect for, different people's faiths, feelings and values. They have a sense of enjoyment and fascination in learning about themselves, others and the world around them.

Children use their imaginations and creativity in their learning and have a willingness to reflect on their own experiences. Children participate in and respond positively to artistic, musical, sporting and cultural opportunities.

Children are able to recognise the difference between right and wrong and are able to apply this understanding in their own lives. They have respect for

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the law of England, a strong understanding of right and wrong and can reflect on the consequences of their behaviour and actions.

Children are confident working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. They value what we have in common, as well as what makes us different. They have a genuine willingness to participate in a variety of community events through volunteering, cooperating well with others and being able to resolve conflicts effectively.

Children have a good understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. All children are provided with the opportunity to be leaders within their classroom, influencing change. Children have an understanding and appreciation of the range of different cultures in the school and further afield (local, national and global communities) which is an essential element of their preparation for life in modern Britain.

Our curriculum is designed in a way to be suitably challenging; we believe that if children are keeping up with the demands of each lesson, that they are making good or better progress.

In addition to this, we measure the impact of our curriculum through the following methods:

- A pre learning quiz to ascertain whether children have mastered the prior learning needed to enable them to access the planned unit. This takes place two weeks prior to the start of new learning to provide time for any prior learning gaps to be addressed. This seen in pupil books within a yellow border.
- A reflection on standards achieved against the planned outcomes.
- Low stakes quizzes.
- Pupil's books and pupil discussions about their learning.
- Teachers constantly interact with children assessing their thinking, knowledge, and understanding. Feedback is actionable, precise and acted on by the children in every lesson.
- Teachers review learning during learning, spaced after the unit has been taught, and after protracted periods of time. Recall and retrieval practice demonstrates whether learning has been remembered.

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Our PSHE curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum especially for the most disadvantaged by organising guest speakers and visitors and by organising and celebrating key occasions that promote children's emotional, social and mental wellbeing. We also provide additional opportunities through our Education with Character Curriculum listing all of the key experiences our children will have participated within before they leave Hunningley Primary Academy.

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