



Curriculum Overview for PSHCE ~ January 2020

Intent

At Birkwood Primary School, we understand the value of Personal, Social, Health, Citizenship and Economic Education (PHSCE) which includes our commitment to Relationship and Sex Education (RSE). Our intention is to provide a range of learning opportunities which help prepare children for a successful life. Our curriculum does this by encouraging children to be responsible, respectful, active citizens who contribute positively to school and the wider community. The PSHCE and RSE curriculum are designed so that all of our children, particularly the most disadvantaged, have the knowledge, skills and understanding they need to be happy, healthy and safe.

We understand that well-delivered PSHCE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. At Birkwood, a higher than average number of children enter school below or well below age related expectations. Personal, Social and Emotional Development (PSED) is a prime area which underpins all learning in the Early Years Foundation Stage (EYFS). EYFS have a central focus on key workers in order to promote positive relationships and maximize learning and development across all areas of learning, but in particular PSED. The children choose their own key worker in the first weeks of starting Nursery. Our youngest children close the gap very quickly, so that by the time they start Year 1, most children are expected to have reached a good level of development in PSED.

Our KS1 and KS2 curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). At Birkwood, PSHCE starts with building strong, supportive relationships where children are encouraged to ask meaningful questions which drive learning within classrooms and throughout school.

All children are supported to lead active, independent lives and become informed, responsible citizens. Children engage with PSHCE and RSE from a young age through Assemblies, Ask It, Rights Respecting Schools work as well as focused lessons and community work. Our ultimate aim is for our pupils to be fully prepared for the next stage of their education. We review our curriculum regularly to ensure that it meets the needs of our children, whilst being mindful to meet the needs of our families and the wider community.

Our school values of ***Inspire, Cherish and Achieve Together*** drive our intent. We aim to address social disadvantage and promote our school values by ensuring clear units of work which are taught discretely where necessary whilst taking account of the links with PE, Science, P4C and RRSA education. Gaps will be addressed based on formative teacher assessment and a programme of study based on

PSHE Association Guidelines, which ensures overlap of content is minimised. PSCHE is part of the everyday fabric of our school and is something which is intended to be taught not only through standalone lessons, but from the moment children come in to school, through assemblies, interactions and fundamentally building relationships.

Implementation

EYFS

- In EYFS, The Development Matters framework is used to inform planning, teaching and assessment of PSED
- Based on observations of children learning at play, EazMag records our youngest children's progress and identifies next steps
- Children are assessed against the Development Matters statements so that progress is clearly tracked
- In EYFS, gaps are addressed through key workers, who build strong personal relationships with children from the outset
- Small groups and a high ratio of experienced staff to pupils ensures quality delivery of PSED

KS1 & 2 Teaching

- The happiness and healthiness of all pupils is paramount, therefore staff carefully respond to the needs of pupils as they arise
- Thrive / Restorative approach is used to identify and support children with specific needs
- Clear learning intentions based on a specific area of PSHCE / RSE are shared with pupils in discrete sessions
- Individual lessons help transfer key knowledge to the long-term memory by reviewing prior learning
- Staff allow time at the start of each lesson to recap
- Staff are confident using a range of strategies to teach PSHCE and RSE including through Science, PE, Ask It, RSE and PSHCE
- Staff have high expectations of the quality of pupils' work
- PSHCE curriculum is integral to the daily life of school
- Birkwood is an Open Futures Flagship School and P4C is taught regularly. This develops children's cultural capital, vocabulary, analytical and reasoning skills alongside the appreciation of others' point of view
- Pupils are taught to be open minded whilst thinking about supporting arguments with detailed examples, reasons and counterclaims
- Birkwood has achieved RRS Silver award, demonstrating excellence in the teaching of a rights based approach to PSHCE

KS1 & 2 Assessment

- All staff understand that for children to be successful, independent learners, they need regular opportunities to reflect on and identify what they have learned
- Children are encouraged to identify next steps, with support, and recognise what they need to do to continue their learning
- Skilled questioning is used throughout to assess children's understanding of key concepts
- Staff are confident assessing progress and identifying next steps
- Formative assessment informs planning and teaching
- Teachers are committed to the progress and achievement of all the children they teach
- Staff continually aim to improve their own practice and review how the learning experience can be improved
- Opportunities to celebrate learning around school, in classrooms, Twitter and on the school website are fully embraced
- Class Assemblies showcase the ethos and values of Birkwood Primary School
- Using clear guidance from the revised Relationship and Sex Education Policy, staff are confident to teach the necessary skills

- Resources are age appropriate and relevant

Impact

- Children demonstrate knowledge, skills and understanding through daily conduct around school
- Children apply their knowledge, skills and understanding in their wider lives
- Children feel confident and comfortable to ask deep questions to accelerate their own and others' learning
- Staff are confident assessing progress and identifying next steps
- Staff are confident using a range of strategies to teach PSHCE and RSE including through Science, PE, Ask It, RSE and PSHCE
- PSHCE and RSE builds on children's cultural capital by contributing to local events, anniversaries, fund raising etc.
- Speaking and Listening skills are celebrated
- Information retrieval is encouraged and learning builds in the long term memory by children presenting, explaining and performing their outcomes
- Children are ready for the next stage of their education

Summary Outcomes

Determination of leaders for all children to become informed, responsible citizens

Children with SEND are identified and supported through Thrive

Progress is celebrated to demonstrate knowledge, skills and understanding around school, on the website and in the local community

Areas for Action

Vision and Rational explicit and shared with staff

RSE policy reviewed and shared with staff

RSE consultation with parents

Audit of resources

Programmes of Study are age appropriate, consistent and developmental – consider new framework

Units of Work make explicit the emphasis and importance of relationships