

Personal, Social, Health Education (PSHE)

Wider World Education

January 2024

Our curriculum approach to PSHE reflects our ethos of 'Achieving, Learning and Growing Together'. In particular, we aim for pupils to develop curiosity in PSHE as well as providing opportunities to work co-operatively with others and become confident and respectful learners.

Intent

We recognise that PSHE is unique and includes its own substantive knowledge, disciplinary knowledge and skills. We are a six-class school, with mixed age classes however objectives are mapped across the classes so that whatever path a pupil takes through the school, the National Curriculum objectives are followed. This overview, taken from Kapow, can be found within the school curriculum folder on our school website.

We are also deepening our understanding of disciplinary knowledge for each unit so that concepts connected to a unit of work are revisited across the age ranges. By revisiting the concepts rather than the topics, we are able to embed knowledge and create connections with prior understanding.

In consultation with our pupil group, they decided that they would like to call this subject 'Wider World Education' as they felt that this would be more meaningful to children across the full age range of the school.

Implementation

- We use a range of resources from 'Kapow and 'No Outsiders' as a source of high quality resources for our teachers. Resources must ensure that no stereotypes are being made and that diversity is apparent.
- Each class is taught PSHE weekly
- We have developed a detailed RSE policy which should be read in conjunction with this document.
- Using high quality literature and texts across the curriculum to support with PSHE topics enables us to embed this learning.
- Children will produce work that is used in their 'Wider World' Floor book.
- We aim to ensure that children recognise how their learning can support them outside of the classroom and in their future.
- Children's reactions should be carefully monitored and moderated so that an inclusive and open environment is maintained.

- Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.
- A questions box will be available for pupils to ask anonymous questions.
- If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.
- Since PSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground.
- Teachers use 'Assessment for Learning' strategies to check learners' understanding, identify misconceptions accurately and provide clear, direct feedback.
- Much of our 'delivery of the PSHE curriculum' is echoed in our RSHE policy.

In PSHE we help children retain knowledge by:

- Building opportunities for retrieval practice within the topic E.g Through mini-quizzes, use of flash cards, multiple choice questions or short 'Q and A' activities.
- Using starter flashbacks to retrieve knowledge and skills from last week, last term and last year.
- Integrating new knowledge into larger concepts

Impact

In PSHE we want learners to develop detailed knowledge and skills and as a result, achieve well.

This will be evident in teacher assessment where they will use a floor-book to track learning as well as individual assessments of pupils through discussion and questioning. We want children to be able to talk confidently about what they have learnt and how this is connected to other units of work they have been taught.

The Subject Leader uses a range of tools to evaluate the PSHE curriculum including teacher assessments, staff and pupil interviews. They will ask:

- Is the curriculum working- what do assessments tell me? Are children progressing?
- What impact is the curriculum having? If children are not progressing, is my subject sequenced correctly? Are layers of learning there? Are we revisiting things enough? Is teacher subject knowledge good enough? Are we meeting the needs of SEND pupils?
- What can/cannot children do? What have they learned/not learned? How do I know?
- What is this telling me about the organisation and sequence of the PSHE curriculum?