

# PSHE Curriculum Statement



*“By education I mean an all-round drawing out of the best in the child and man; body, mind and spirit.”*

*“Be the change you wish to see in the world, starting with kindness, respect and understanding.”*

Mahatma Gandhi

## **Intent – What we are trying to achieve?**

At Orchard Primary, our PSHE curriculum is designed to provide pupils with the knowledge, skills, and experiences necessary to become good citizens and lifelong learners. We aim to equip children with the confidence to navigate new experiences, meet challenges, and adapt to unfamiliar situations. Our PSHE program focuses on fostering the qualities needed for children to thrive as individuals, family members, and active participants in both society and the global community. By emphasising personal and social development, we encourage students to become healthy, independent, and responsible, while giving them the tools to face moral, social, and cultural issues with confidence. Our approach also nurtures emotional intelligence and the ability to articulate feelings, promoting good mental and physical health. Through a growth mindset strategy, our students will develop resilience, flexibility, and the knowledge they need for a successful future.

## **Implementation – How do we translate our vision into practice?**

### **Ambitious - Planning & Design**

- Taught on a two-year rolling programme to accommodate mixed aged classes, our PSHE curriculum covers all of the relevant National Curriculum (2014) requirements for each key stage.
- For PSHE, we use published planning resources to ensure coverage across each subject over time and to support pupils in their acquisition of knowledge, vocabulary and skills in a well-thought out and progressive manner. Orchard Primary follow the plans designed by Kapow to provide a personalised and inclusive PSHE and RSE education scheme of work. It was used to enable us to develop our pupils' knowledge, skills and understanding based on the six core units for Year 1 to Year 6: family and relationships, health and wellbeing, safety and the changing body, citizenship, economic wellbeing and RSE. In the EYFS, pupils' knowledge, skills and understanding is developed through three core units: self-regulation, building relationships and managing self.
- PSHE is planned to foster a love of self-awareness, learning, and personal growth. It encourages students to build positive relationships, embrace well-being, develop resilience, and engage confidently with diversity and social issues, promoting empathy and responsibility within their communities.
- Content has been selected to ensure opportunities to explore the core units overarching concepts.
- RSE is taught following the Kapow scheme. This allows pupils to develop the necessary skills, knowledge and personal attributes as part of a planned programme of regular lessons that also addresses related factors such as media literacy; drugs and alcohol; equality and prejudice; and health.
- At Orchard, PSHE is taught either as individual sessions over a period of a half term or in blocks where appropriate so that we can best meet the children's needs. Discrete PSHE lessons enable us to achieve continuity, progression and meaningful assessment from using a cross-curricular approach.
- Meaningful links with other subjects are made where appropriate to ensure that the PSHE curriculum is a rich base of factual knowledge and vocabulary that helps pupils to make connections within a 3D model.
- Lessons from Leicestershire's 'Everyone's Welcome' programme are also incorporated into our PSHE scheme. These lessons are based on the 'No Outsiders' approach.

### **Enjoyable – Enrichment through a thematic approach**

- The acquisition of knowledge in PSHE is achieved through a range of high quality, engaging and memorable learning opportunities supplemented by enrichment opportunities to widen experiences to enable our pupils to reach their full potential. These include Anti-Bullying Week, E-Safety day, Kindness Week, Cultural Diversity Day and Mental Health Week.
- Though our PSHE scheme of work, Collective Worship and our wider links to the community, we promote a cohesive vision to help children to understand and value how they and others fit into and contribute to the world. Within this context, we provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

### **Relevant - Progression**

- We rigorously drive home knowledge which underpins pupils' learning in PSHE and enables the progressive use and application of skills in a range of contexts.
- Connections between concepts provide the basis for progression. The curriculum framework across each phase (EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) has been carefully mapped to set out the necessary knowledge that will be taught, and how these essential concepts develop cumulatively throughout each unit.
- In light of educational research about cognitive load, horizontal, diagonal and vertical links have been plotted within our curriculum to ensure that pupils revisit key information and concepts in different contexts, subjects and at different ages. These logical connections are planned purposefully and explicitly to build the structure of our curriculum and enable staff to refer back to prior learning on which new layers of knowledge can be successfully laid.

### **Nurturing – Personal Development & Wellbeing**

- SMSC (Spiritual, Moral, Social and Cultural development) as well as Character Education is a 'golden thread' that runs throughout the PSHE curriculum. Through our Character Education work, we have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE within a whole school approach.
- Our PSHE units are linked to safeguarding, the school values, British values, rights and responsibilities and Growth Mindset so that the children have depth and breadth within this area of the curriculum.
- Through the use of special acknowledgement days, as well as our PSHE and RSE curriculums, we aim to develop outward-looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complexities.
- In addition, PSHE lessons are designed to encourage collaborative problem-solving which develop our school values and provide challenge and ambition, as well as self-management and resilience.

### **Creative – Teaching & Learning**

- Rosenshine's Principles of Instruction play a key role in developing knowledge and skills so that children know more and remember more over time across all subject areas of the curriculum:
  - Present learning in small, coherent steps
  - Ask key questions
  - Provide explicitly clear and excellent examples
  - Guide children's practice
  - Systematically check children's understanding
  - Obtain a high success rate
  - Provide scaffolds for challenging activities
  - Provide opportunity for independent practice
- Review learning monthly/ weekly  
We recognise that not all learning needs to be captured in the written form and or by every child. Whole class Big Books, video recordings, photographs or conversations/observations are often just as valuable in demonstrating understanding.

- Assessment in PSHE is made throughout the year using learning observations and formative assessments of recorded work in the whole class Big Book.

### **Inclusive – Success for all**

- PSHE lessons are designed to provide our pupils with the scaffolding required to access the learning at all levels.
- Teachers ensure that any form of differentiation is appropriate and does not place a glass ceiling on learning for any child, no matter their ability or needs.
- Where necessary, individual adaptations are made to meet the needs of children with high levels of SEND.

### **Impact – What is the impact of our curriculum on the students?**

- Children develop a sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Children develop positive and healthy relationships with their peers.
- Children understand the physical aspects involved in RSE at an age-appropriate level.
- Children have respect for themselves and others.
- Children understand the importance of having positive body images.
- Children know how to keep themselves safe physically, mentally and technologically.
- Children understand and apply British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.
- Children understand how to make a positive contribution and become a responsible global citizen.