

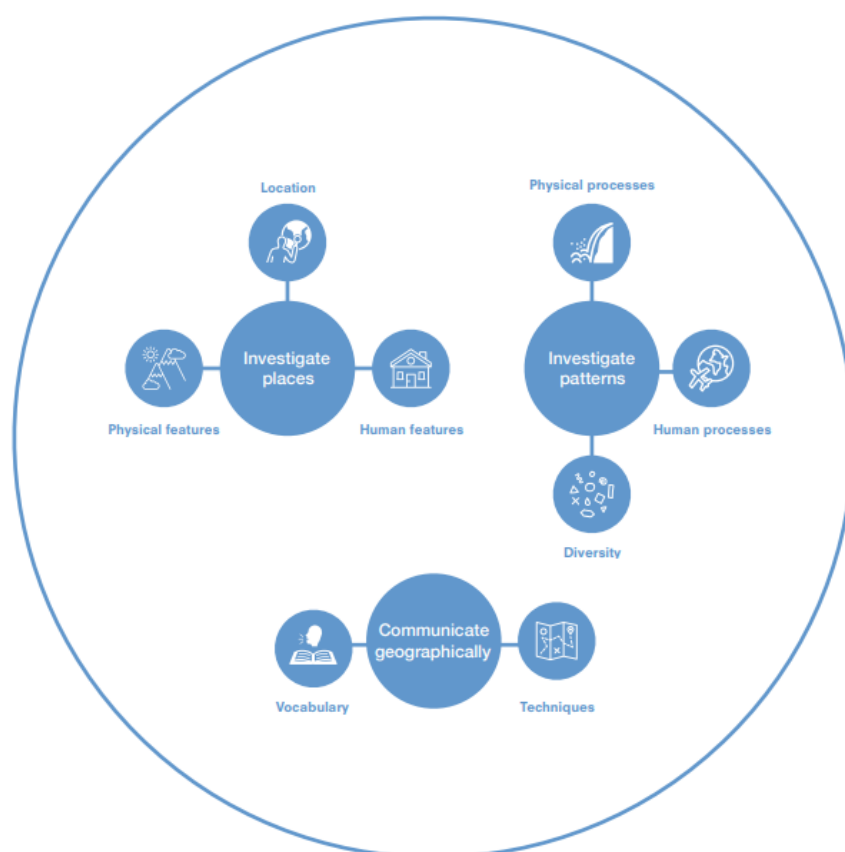
Feckenham CE Primary School



'With God we grow to live life in all its fullness'

Wisdom Hope Dignity Community

Feckenham's Approach to Teaching P.S.H.E.



Intent

Why do we do what we do?

Our whole curriculum is shaped by our school vision:

"To help every child live life in all its fullness".

Feckenham CofE Primary School aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society. The PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty. Our scheme does not specifically cover gender identity, although identity is a theme that runs through all year groups and units more generally. We feel that Quality PSHE teaching is an important element in helping us to carry out our duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies

and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

Three main principles underpin it:

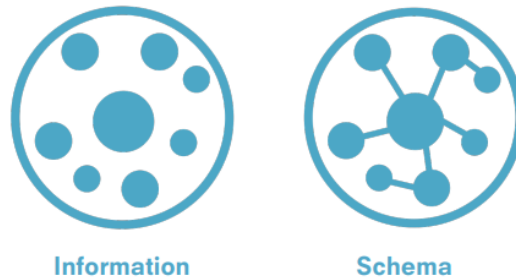
1. Learning is most effective with spaced repetition.
2. Interleaving helps pupils to discriminate between topics and aids long-term retention.
3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Building a PSHE Schema

What is a schema?

- Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge.
- A subject schema is a way of organising knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. A schema is distinct from information, which is just isolated facts that have no organisational basis or links. The diagram below shows the difference between information and a schema.



Our curriculum for PSHE supports teachers to help their pupils form a PSHE schema by:

- using concepts as the basis for the schema
- strengthening the schema with knowledge
- further deepening connections through tasks.

Implementation

How do we ensure our intent becomes a reality?

The route to a schema

A range of teaching and learning activities are used and are based on good practice in teaching PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in. There are

meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help. The role of parents and carers is recognised, and guidance is provided to assist schools on how to work with them and include them in their children's learning. In addition to the lessons, there is a suite of eight Q&A videos for teachers, featuring experts from various fields, covering the key areas: Families, Friendships, Healthy and safe relationships, Digital safety and the changing adolescent body.

We take a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also

provide a progressive programme.

The lessons are based upon the statutory requirements for Relationships and Health

education, but where our lessons go beyond these requirements (primarily in the

Citizenship and Economic wellbeing areas) they refer to the PSHE Association. Programme of Study which is recommended by the DfE.

Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme.

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

Knowledge and skills progression

We follow a clear skills and knowledge progression matrix. This ensures that knowledge and skills are built on year by year and sequenced to maximise and embed learning for all children.

Carefully sequenced curriculum

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school.

PSHE is taught as part of a two-year rolling programme in Year 1-6 and on a one year programme for reception, focusing on knowledge and skills stated in the National Curriculum and EYFS. The programme is planned so that there are opportunities for both practise and application of knowledge in skills in a range of ways at frequent points throughout a child's time with us, to embed and deepen understanding, so that long term retention is ensured.

SEND statement.

As outlined in the Ofsted review of PSHE:

'There is no single teaching strategy that meets the needs of all pupils with SEND. However, ensuring that there are adequate structures and sufficient scaffolding in place to support those who need it is crucial. Fundamentally, planning to ensure that pupils with SEND make strong progress is likely to have a positive impact on all pupils.'

In our school, we share the same ambition for all our pupils and therefore unless there are exceptional circumstances where the curriculum needs to be modified, all pupils are taught the same curriculum.

Enrichment

Forest School sessions to support curriculum lessons, field trips in our local area and further to use taught skills practically, links to other subjects such as Art and History, adults to visit classes to talk about how they use geography skills in their jobs, visits to other school sites in our MAT to practise mapping skills. Access to orienteering on our school site and forest school.

Impact

What are the outcomes for our children?

Through our carefully designed curriculum, by the time children leave Feckenham they will be able to:

- Value different family structures
- Create and maintain positive friendships.

- Develop safe and respectful relationships.
- Understand the changes that take place during puberty.
- Promote good health and carrying out first aid.
- Learn to make independent choices and not be influenced by others.
- Operating safely in a digital world

How do we know that we have achieved these outcomes?

Assessment

Formative - Teachers assess the children's work in PSHE through research and planning of projects in folders and observations during lessons. Assessment of children's learning in Geography is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform the support and challenge required by the children.

Summative - Assessments are made against the specific objectives set out in the National Curriculum and end of Year EYFS and recorded on Arbor. At the end of each unit of work, teachers complete unit evaluations by assessing attainment against the intended outcomes from the Kapow scheme of work and evidence from 'POP' tasks to make informed judgements about the depth of their learning and the progress children have made over time.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the National Curriculum, Kapow, Essentials Curriculum and Chris Quigley's Early Years Companion plus detailed medium term plans.

Pupil subject knowledge audit twice a year

The PSHE Subject Leaders carry out monitoring interviews with samples of children from each year group across the school. The interviews aim to assess children's vocabulary, analysis and understanding surrounding a creative stimulus. The purpose of this is to ensure all children show progressive understanding of vocabulary surrounding PSHE, and that they understand how to master, reflect and improve on their skills.