

ISP Curriculum Statement

Subject: PSHE

Subject Lead: Mrs. R. E. McFarlane

INTENT	
<p>Our intent is to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives. PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE at Ireleth St Peter's is essential because:</p> <ul style="list-style-type: none"> • PSHE education develops the qualities and attributes our pupils need to thrive as individuals, family members and members of society. • It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. • PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. • It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. <p>Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.</p>	
<p>Teaching of knowledge and skills *See whole school progression maps for curriculum content https://www.coramlifeeducation.org.uk/scarf/learning-outcomes</p>	<p>Using SCARF across all age groups will ensure progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children.</p>
<p>Application of knowledge and skills</p>	<p>Skills established in PSHE lessons are used throughout the curriculum to support and enhance their learning.</p>
<p>Vocabulary</p>	<p>A vocabulary builder spreadsheet is available to class teachers and support staff and effectively maps out the associated vocabulary for each unit of work and how it builds as the pupils progress through the school.</p>
IMPLEMENTATION	
<p>Curriculum approach</p> <p>ISP has adopted the SCARF curriculum which promotes the values of Safety, Caring, Achievement, Resilience and Friendship. It provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. Pupils are supported and stretched through the topics which build upon previously learned knowledge and skills. Pupils working at greater depth are able to broaden their knowledge and skills within these units through open ended discussions and questioning.</p>	<p>Stimuli – resources, trips and visitors</p> <p>A wide variety of local external visitors and visits supplement our curriculum. Key skills are used in residential visits in year 4 and 6. Year 4 learn about safety in the local area and Year 5 develop the idea of 'what it means to be part of a local community'.</p>
<p>Local Context</p> <p>A wide variety of local external visitors and visits supplement our curriculum. Key skills are used in residential visits in year 5 and 6. Year 3 learn about looking after the local environment, Year 4 learn about who keeps us healthy and safe in our local community and Year 5 learn about our local council.</p>	<p>Questioning</p> <p>Questions woven through the planning for the units of work allow pupils to think deeply and logically. Pupils working towards the learning expectation are supported through careful questioning and peer support. Pupils are also encouraged to ask their own thought provoking questions and challenge each other in a respectful manner</p>
<p>Sharing work</p> <p>Pupils work in mixed year groups across the school day and regularly work in mixed ability pairings. This also supports pupils in developing the skills taught in PSHE. They practice and develop their speaking and listening skills as well as empathy, respect and building and maintaining relationships. Older, more able children model excellent attitudes and behaviour for their peers.</p>	<p>SMSC</p> <p>As part of our Christian distinctiveness we have a commitment to nurturing childhood spirituality and well-being. It is at the heart of all we do. Children at Ireleth St Peters Church of England Primary School learn that they are unique and special from the moment they come into the nursery - they are encouraged to love and care about each other and the world. Opportunities to live, learn and grow in faith are embedded into all aspects of our curriculum. In outdoor learning and experiences or visits.</p>

	We enable children to develop their self-knowledge, self-esteem and self-confidence.
IMPACT	
Pupil voice	
Talking to pupils throughout the year groups show pupils enjoy the units of work in PSHE. They enjoy discussing and debating topical issues. Pupils enjoy learning about their emotions and how to use coping strategies when presented with a problem.	
Evidence of Knowledge and skills	
Pupils are able to articulate themselves using acquired vocabulary from the PSHE units of work. Pupils know how to keep themselves and others safe, including road safety, water safety, online safety and where to get help. Pupils are aware of how to maintain good relationships and how to respond to a range of emotions.	
Breadth and Depth	
Pupils are given the chance to use skills taught in PSHE during real life as much as possible for example... School Parliament meetings, team captains and during various visits across the school year. Key Stage 2 pupils manage the daily Tuck Shop where all pupils, from Nursey to Year 6, can purchase their snack independently, learning to manage their money and make healthy choices.	

*Inspiring Successful Partnership
through God's love*