

New Park Primary Academy PSHE Curriculum statement

Vision statement

At New Park, children's mental and physical wellbeing are our first priority, and PSHE is one of the key vehicles through which we share this with the children. We regard PSHE as an integral component of the whole curriculum and day-to-day life at New Park.

Our PSHE programme promotes the children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Our PSHE curriculum is broad and balanced, ensuring that it:

- ✓ Promotes the spiritual, moral, cultural, mental and physical development of our children;
- ✓ Prepares our children for the opportunities, responsibilities and experiences of later life;
- ✓ Provides information about keeping healthy and safe, mentally, emotionally and physically;
- ✓ Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

What we teach

PSHE at New Park is split into three core themes; Health and Wellbeing, Relationships and Living in the Wider World. Each class revisits these themes every year. Every child will learn to know:

Health and Wellbeing:

- *what is meant by a healthy lifestyle*
- *how to maintain physical, mental and emotional health and wellbeing*
- *how to manage risks to physical and emotional health and wellbeing*
- *ways of keeping physically and emotionally safe*
- *about managing change, including puberty, transition and loss*
- *how to make informed choices about health and wellbeing and to recognise sources of help with this*
- *how to respond to an emergency*
- *to identify different influences on health and wellbeing*

Relationships:

- *how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts*
- *how to recognise and manage emotions within a range of relationships*
- *how to recognise risky or negative relationships including all forms of bullying and abuse*
- *how to respond to risky or negative relationship and ask for help*
- *how to respect equality and diversity in relationships*

Living in the Wider World (economic wellbeing and being a responsible adult):

- *about respect for self and others and the importance of responsible behaviours and actions*
- *about rights and responsibilities as members of families, other groups and ultimately as citizens*
- *about different groups and communities*
- *to respect diversity and equality and how to be a productive member of a diverse community*
- *about the importance of respecting and protecting the environment*
- *about where money comes from, keeping it safe and the importance of managing it effectively*
- *the part that money plays in people's lives*
- *a basic understanding of enterprise*

How we teach

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE through and in other subject/curriculum areas
- Through novel study
- Assemblies
- PSHE activities and school events e.g. E-Safety week, food-bank collections
- Pastoral care and guidance
- Use of stories
- Visiting speakers e.g. NSPCC representatives
- Class farm weeks

As a school we use the PSHE Association Programme of Study which provides an explicit, structured, whole-curriculum framework. This framework has been adapted by staff so there is a progression throughout the school. PSHE is taught through a spiral curriculum. This means organising learning into a series of recurring themes, which pupils revisit every year. In each

year, the level of demand increases, and learning is progressively deepened. This approach avoids PSHE education becoming a string of ‘topics’ or disconnected issues.

	KS1 (inc EYFS when appropriate)	Year 3/4	Year 5/6
Autumn 1	H1: Keeping themselves physically, mentally & emotionally healthy – following through the lesson objections set out: <ol style="list-style-type: none"> 1) Introducing mental health and wellbeing (<i>including establishing ground rules & question boxes etc</i>) 2) Range & Scale of childhood emotions 3) Talking about emotions & understanding appropriate emotions/behaviours 4) Isolation & Loneliness 5) Physical activity & wellbeing 6) Social activity and wellbeing (<i>including online & social media focus where appropriate</i>) 7) Simple self-care techniques – including positive routines and sleep 8) When and who to ask for help 		
Autumn 2	SRE – following through the lesson plans in the order set out Including (at least) one lesson with an online safety focus		
Spring 1	Working through the remaining objectives not yet covered – see yearly progression doc Online safety lesson once a half term (at least)	Working through the remaining objectives not yet covered – see yearly progression doc Online safety lesson once a half term (at least)	Social media focus (5 lessons)
Spring 2			Working through the remaining objectives not yet covered – see yearly progression doc
Summer 1			Online safety lesson once a half term.
Summer 2	Revisit any key objectives. Especially thinking towards change and transition, wellbeing over the summer etc.		

How we assess

Each class has a scrapbook in which to record their PSHE learning. All teachers provide a safe learning environment through the establishment of clear Ground Rules which are made explicit with the children and are reinforced consistently. Teachers assess the children’s learning by making informal judgements as they observe them during the lesson.

Each class has a question box where children can post any questions they have about issues raised in PSHE. Teachers can use these as a guide to planning the next lesson or to address any misconceptions.

There is an expectation of at least one recorded PSHE session in the scrapbook each week. Evidence of PSHE will be in a variety of forms e.g. photographs, post-it notes with children's comments, written work etc. The very nature of PSHE means that careful consideration should be given to the best means of recording, with written work not always being appropriate. The year group's progression documents should be stuck in the front or back of the class scrapbook. Teachers should highlight or mark when an objective has been covered and should also note the objective code(s) with the corresponding scrapbook entry.

At New Park, the English curriculum is driven by a novel study approach. In English lessons, PSHE objectives are often addressed e.g. where children make links between character's thoughts, feelings and actions, or opportunities to discuss and debate issues. In these cases, PSHE learning is recorded in the children's English books. Class teachers may photocopy or record such learning in the class scrapbook as well if they wish but this is not mandatory.

How we monitor

Monitoring is the responsibility of the PSHE subject leader and the head teacher. PSHE lessons are monitored and reviewed through:

- Scrapbook scrutiny
- Pupil survey
- Talking with class teachers
- Focus groups with pupils from different year groups e.g. *H1, SRE, social media / online safety*.
- CPD to share best practice

Curriculum statement written by Kathryn Watson
PSHE Subject Leader
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