

I	Intent - <i>What we are trying to achieve through our curriculum</i>
I.1	<p>Vision At St Nicolas and St Mary Primary School, our vision is to:</p> <p style="text-align: center;"><i>Be courageous! In God's faith, hope and love be empowered to be inspirational, inclusive and innovative.</i></p> <p>This is based on Joshua 1:9 (courage) and I Corinthians 13:13 (faith, hope and love)</p> <p>Through PSHE, we want our pupils to flourish and, for example:</p> <ul style="list-style-type: none"> • Courage – Have the courage and resilience to boldly lead confident, healthy and independent lives - both in and outside school. • Faith – Learn who and what to trust or believe. Start with small steps, encourage others and respect those who have a different perspective. • Hope – Learn to play a positive role in contributing towards the life of the school and the wider community. • Love – Develop their sense of self-worth and learn to appreciate what it means to be a positive member of a diverse and multi-cultural society <p>At St Nicolas and St Mary Primary School, we believe that Personal, Social, Health and Economic Education (PSHE) is an integral part of school life. It helps to give pupils the knowledge, skills and understanding they need to lead.</p> <p>All pupils take part in a range of activities, enabling them to work with others and recognise their own worth. Pupils are taught the importance of respecting others and celebrating diversity within our world. They learn how to form positive relationships and how to keep themselves, healthy and safe. It is our aim that children leave our care with a secure understanding of the rights and responsibilities which make them outstanding citizens.</p>
I.2	<p>Programme of education In the teaching of PSHE, we follow the National Curriculum.</p> <p>Topics covered are as follows:</p> <p>Relationships Education: families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. Lessons concerning online relationships and e-safety are taught within our ICT lessons.</p> <p>Health Education: mental well-being, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the adolescent changing body.</p> <p>We have also chosen to include some aspects of Economic Education, which will support pupils in living in the wider world.</p> <p>PSHE also encompasses some RSE (Relationships Sex Education) at Primary level and this policy should be read in conjunction with our RSHE Policy. Parents have the right to withdraw their child from RSE but not from Relationships or Health Education.</p> <p>Due to the broad ranging nature of the subject, PSHE has strong links to other curriculum areas such as Science, Computing, RE and PE.</p> <p>The school is part of Christian Aid's Global Neighbour accreditation schemes which promotes courageous advocacy.</p>

	<p>Sometimes the programme of education will be adapted to meet the needs of pupils. For example and local issue or item in the news may best be dealt with through a PSHE lesson. Alternatively, some aspects of the curriculum may need to be delayed. For example if a child is being affected by alcoholism at home, then the timing of lessons on this.</p>
<p>1.3</p>	<p>Statutory Requirements We follow the statutory guidance set down in the DfE document: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019).</p>
<p>1.4</p>	<p>Spiritual, Moral, Social and Cultural development (SMSC) [See SMSC policy for more information] In PSHE we seek to develop children’s SMSC in line with our Christian ethos, vision and values. PSHE can often give opportunities to ask big questions, reflect and make good choices.</p> <p>In PSHE we seek to use the imagery of ‘Windows, Mirrors and Doors’, as described in our SMSC policy, to help us ask questions, reflect and take action:</p> <ul style="list-style-type: none"> ○ Windows – Look out onto the world: <ul style="list-style-type: none"> ▪ ‘Wows’ and ‘ows’ (Awe-ful and Awful) ▪ ‘Wows’ make us grateful ▪ ‘Ows’ make us ask questions ○ Mirrors – Look into and reflect (together or alone): <ul style="list-style-type: none"> ▪ See things more clearly ▪ Thinking and asking questions ▪ Learning from ourselves and others – sharing perspectives ○ Doors – Look through and taking action <ul style="list-style-type: none"> ▪ Moving on ▪ Making choices ▪ Doing something creative, active or purposeful
<p>1.5</p>	<p>Related Policies Behaviour Policy Child Protection and Safeguarding Policies Collective Worship Early Years Foundation Stage (EYFS) Policy Educational Visit Policy Relationship Sex and Health Education (RSHE) Policy Religious Education (RE) Policy SMSC Policy Teaching and Learning Policy.</p>
<p>1.6</p>	<p>Inclusion Our PSHE curriculum is ambitious for all children and is designed to help all pupils develop and apply knowledge and skills with increasing fluency and independence. This is done through the use of:</p> <ul style="list-style-type: none"> • Curriculum Maps – Maps detail in which term, and in which year group, PSHE units are taught. The units of PSHE are placed in such a way to allow for progression through the school. Where appropriate, the units will be adapted to better support specific pupils. • Curriculum content: <p>The Zones of Regulation - All children are taught about the Zones of Regulation and how these link to their feelings. They are educated in emotional self-regulation as well as understanding that some uncomfortable feelings help us to grow. Through this programme, pupils learn to identify their triggers, identify the changes that happen in their body as a result of their triggers and build up a ‘toolbox’ of self-regulation strategies to bring themselves back into the yellow zone.</p> <p>The Empowerment Approach - The school has incorporated lessons from the Empowerment Approach into the curriculum. The Empowerment Approach is a research-based multi-disciplinary approach that incorporates neuroscience, psychology, coaching and education so that all children feel safe, happy and able to learn as well as building prosocial and pro-learning skills for the future. The approach is informed by our understanding of neurodiversity (the belief that brain differences</p>

such as dyslexia, ADHD etc. are normal, rather than deficits) and the impact of attachment and trauma upon behaviour.

The Empowerment Approach programme teaches young people:

- About their brain and how it works, including their executive function skills.
 - About their needs and how to manage well even when these needs aren't being met.
 - How to prepare to be at their best for learning and socializing.
 - How to problem-solve when things go wrong so they feel good AND those around them do too.
- **Knowledge Organisers** - Knowledge Organisers detail the substantive (content) facts which are to be taught in specific units of PSHE. As a school, we use the Church of England 'Goodness & Mercy' scheme to guide our teaching in some of our Health and Relationship units across the school. Each Key Stage has Knowledge Organisers for Health Education and Relationships Education.
 - **Balance of learning opportunities** – The curriculum is designed to combine a range of active learning alongside receptive, co-operative and individual learning.

To ensure that the children develop 'cultural capital', our PSHE curriculum gives all pupils essential knowledge needed to prepare them for later life. They will also experience the following:

- Theme weeks such as 'Food and Fitness' and 'Health and Safety'.
- Trips and visits within the local area.
- Learning about and celebrating national events such as Walk to School Week.
- Learning about and taking part in democracy within the context of class elections.
- Participation in a rolling-programme of diversity celebrations.

2	Implementation – How we deliver our curriculum
2.1	<p>Planning We use the National Curriculum to shape our PSHE lessons. This is supported by lesson plans and resources from both the Diocese (Goodness and Mercy) and the PSHE Association. The subject is taught for either 30 minutes per week or for 1 hour every fortnight in both KS1 and KS2. See our EYFS policy for information on how our Early Years curriculum is delivered.</p>
2.2	<p>Resources Within lessons children have access to a range of resources to support their learning. These include books, videos, online resources and games/quizzes. The Subject Leader reviews resources on an annual basis and ‘bids’ for resources as part of the school budget setting process.</p>
2.3	<p>Teaching The subject should be taught by the class teacher.</p> <p>Some topics may also be covered by members of the Senior Leadership Team during special assemblies eg linking to Christian Values such as Courage, Faith, Hope and Love or visits from organisations such as the or charities, local churches or other community groups.</p>
2.4	<p>Enrichment We provide additional enrichment activities such as:</p> <ul style="list-style-type: none"> • Visits from local emergency services and professionals e.g. from the NHS. • Visits from community groups/charities – both local and national. • Use of resources and workshops run by, our hot dinner service, who support us in the teaching of healthy eating and table manners. • PSHE focus week or day e.g. Mental Health week, Anti-Bullying week. • Foster links with partner schools. • Organising school trips – whether to the local park, town centre, local churches or further afield.
2.5	<p>Health and Safety Our priority is to deliver the curriculum in a safe way.</p> <ul style="list-style-type: none"> • Safeguarding: Our safeguarding and children protection policies must be followed at all times. If PSHE curriculum raises safeguarding concerns, these must be dealt with sensitively and reported in line with our policies. • Educational Visits: We actively promote learning outside the classroom and welcome opportunities to take children off site. Our Educational Visit Policy and associated risk assessments must be followed. • Health & Safety: Staff should ensure that any activity which may have additional hazards have the appropriate risk assessments in place. If in doubt, they should discuss this with a senior leader.
2.6	<p>Professional Development In order to ensure excellent delivery of the curriculum, the Subject Leaders are members of the PSHE Association and read all the latest articles and information. They also undertake training provided by the PSHE Association where relevant and keep up to date with the latest Government, and Diocese advice. Subject Leaders and teachers are encouraged to network and share ideas with colleagues from other schools and develop research informed practice.</p> <p>Subject Leaders organize staff training sessions at least twice a year eg to support teachers in the development of their planning and keep them up to date with statutory changes.</p>
2.7	<p>Inclusion In PSHE we have high expectations for all pupils including those who are more able, have low prior attainment, from disadvantaged backgrounds, have SEN and/or disabilities or English as an additional language (EAL). Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.</p>

Teachers use Quality First Teaching strategies as detailed in our 'Strategy Guide: Quality First Teaching'. In PSHE this includes but is not limited to:

- Flexible groupings and peer support
- Drama and role play
- The use of visuals such as photographs, diagrams and videos
- The use of stories and scenarios to help explain different situations
- Drama and role play
- Memory hooks such as the animals that link to the executive function skills.

3	Impact – How we know what difference our curriculum is making
3.1	<p>Assessment In line with our assessment policy, class teachers will use formative assessment strategies to determine the understanding and progress made by pupils.</p> <p>They will also review pupil work in individual books (KS2) and class scrap books (KS1).</p>
3.2	<p>Subject Leaders Monitoring and Evaluation The subject leader, as outlined in the annual planner, will undertake a range of monitoring activities to evaluate the impact of this policy. This could include:</p> <ul style="list-style-type: none"> - Pupil Voice Interviews - Work Scrutiny - Book Look - Audit of Learning Environments - Staff survey - An annual survey of staff is used to review training and resource needs.
3.5	<p>School improvement Issues identified are dealt with by the Subject Leader with, where needed, the support of the SLT.</p>
3.6	<p>The Governing Board The Subject Leader will write a report when requested to the governing board who will monitor the impact of this policy and hold the headteacher to account for its implementation. Subject Leaders may also be invited to attend a governor meeting or host a governor visit to enable them to fulfil their role and ensure that:</p> <ul style="list-style-type: none"> • A robust framework is in place for setting curriculum priorities and aspirational targets. • Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements. • Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN). • It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals. • To make decisions regarding the teaching of RSE. • To review subject policies on a regular basis. <p>Governors may also speak to children and look at pupil topic books as evidence of teaching and learning as part of their role.</p>