'Learning, Growing, Achieving – Together'

Curriculum statement for the teaching and learning of PSHE

Intent	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 education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Our intent is to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. 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. 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. PSHE education helps to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.			
Underpinned by	The teaching of skills and attributes	RSE and Health Education	Wellbeing	Online safety
	Although the specific content of PSHE education will constantly evolve as the world changes, the skills and attributes taught at Kingmoor Junior School are timeless. These include self-regulation, empathy, compassion, identifying and managing risks and making decisions.	The new compulsory elements of RSE and Health education are (and always have been) integrated into our personalized PSHE curriculum. We effectively meet the new statutory requirements.	Kingmoor Junior School takes the wellbeing of children and staff very seriously. A programme of Mindfulness has been developed to give children time to stop and reflect. It is hoped that children will develop essential skills to help keep a healthy mind throughout their lives.	Online safety is embedded into the Kingmoor PSHE curriculum and is taught every half term in all year groups. Pupils learn how to use mobile technology and the internet safely including how to report abuse, an appropriate screen time levels and identifying online scams.

Implementation	**Curriculum Approach** Kingmoor has adopted the PSHE association curriculum and personalised it to match our needs based around local health data. Pupils engage with either weekly lessons or a block of work (which equate to an hour per week). 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. Skills established in PSHE lessons are used throughout the curriculum to support and enhance their learning.	**Health and Wellbeing:** Throughout a pupils learning journey at Kingmoor, they will receive regular teaching and learning about health and wellbeing. This comes as at least one unit of work in each year group. Pupils also have regular opportunities through assemblies and workshops to consolidate this learning. There is a carefully planned drugs education programme which teaches pupils about stereotypes, identifying risks, peer pressure and saying no. Following parental consultation, the school developed a progressive RSE curriculum. Year 5 pupils are taught key first aid skills and trained up as play leaders to support the new intake of year 3 children. Kidsafe is taught across all year groups and continues to be a key focus. The school website directs parents and pupils to where they can find helpful advice about wellbeing.	**SMSC** SMSC strands are explicit in every lesson. Use of resources such as Kidsafe and focus weeks such as fair trade, International Women's Day and Anti-bullying week further reinforce SMSC. Carefully chosen stories such as Emmanuel's Dream make explicit links to different cultures as well as the importance of self-belief. School council also manifests British Values by acting on democratically, supporting community and charity events.
	Learning Partner work Pupils work in mixed ability learning partners across the school day which 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.	**Core themes:** The PSHE curriculum is split into 3 core themes within which there is a broad overlap and flexibility. Core theme 1 – Health and wellbeing Core theme 2 – Relationships Core theme 3 – Living in the wider world	**Senior learning mentor** The school has a senior learning mentor to help identified children and families to reach their potential. Key PSHE skills are built upon during 1:1 and group sessions.
	Local Context 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'.	**Thoughtful Questioning** 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.	**Treehouse groups** Identified children are supported through intervention groups known as treehouse groups. Key skills are taught and practised within a safe, nurturing environment. Lego therapy sessions also support the application of key skills.

Impact	By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the subject of PSHE programme of study.			
	PUPIL VOICE	**EVIDENCE IN KNOWLEDGE**	**EVIDENCE IN SKILLS**	**BREADTH AND DEPTH**
	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.	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.	Pupils are able to apply their skills to peacefully solve problems. They show empathy and compassion towards each other – this is often commented on by visitors to the school. Pupils show great resilience across all parts of the curriculum.	Pupils are given the chance to use skills taught in PSHE during real life as much as possible for example… council meetings, team captains and during various visits across the school year. Year 6 children are buddies and play leaders to year 3 children. Year 3 children support Year 2 children during a transition sports day.