



PSHE Curriculum

INTENT

- **Our Vision**

At Stone CE School, it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We share a cohesive vision to help children to understand and value how they and others fit into and contribute to the world. We have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE within a whole school approach. We also promote and practise daily mindfulness and teach, discuss and display the Zones of Regulation in every classroom, allowing children to advance their emotional awareness, concentration and focus.

- **The rationale**

Our approach aims to develop the qualities and attributes children need to thrive as individuals, family members, members of society and the global community. We hold weekly 'Skills for Life' assemblies which are carefully mapped out across each academic year. These focus on mental health and wellbeing, growth mindset and the 5 Rs for effective learning and we embed these skills in day to day interactions inside and outside the classroom. We constantly encourage children to look after their wellbeing and challenge unhelpful thinking habits. Taking part in the Daily Mile and daily mindfulness help children to feel good and be in the 'green zone' for learning, as well as developing an understanding of how they can look after their mind and body on a daily basis.

- **Meeting the needs of identified groups i.e. SEN, EAL, disadvantaged children and the most able pupils**

Teachers use the progression of skills document to ensure that the PSHE curriculum is taught progressively and builds upon prior knowledge. Lesson plans identify different groups of children to show how they will be either supported or challenged in lessons. Teachers will set tasks that can be completed in mixed ability pairs or groups to ensure that less able pupils or those needing additional support can be supported by their peers. Some tasks are differentiated by outcome meaning that all children are able to achieve in a lesson and feel a sense of pride and accomplishment in their work. A subject guide for staff has been produced by the subject leader which gives examples of what a child should be achieving to be considered greater depth in PSHE. Teachers use this information to help set challenging tasks that would show children are working at greater depth.

- **Reading in this subject**

Children are introduced to new vocabulary when a new topic is taught as well recalling previous vocabulary from previous year groups. Vocabulary is displayed and referred to in lessons.

IMPLEMENTATION

- **Introducing new learning**

A comprehensive progression of skills document has been drawn up and introduced to show the progression in PSHE from EYFS to Year 6. This clearly shows what knowledge and skills children need to have gained in previous years to ensure they are ready for the next step in their learning. Because these are passed up with children throughout their time at Stone School, teachers use this document to check for any gaps in previous learning and can address these before then moving the

children on to ensure that children are developing their understanding and acquiring the skills they need.

- **Teaching approach**

PSHE at Stone School is implemented daily through our 'Skills for Life' approach. Weekly PSHE sessions are delivered using the SCARF programme by Coram Life Education. The scheme of work is taught all the way through the school, from EYFS to Year 6, and covers the following themes in every year group:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

These themes are also embedded through all other lessons and the whole school day with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning. Progression in skills and knowledge in the discrete weekly teaching of the subject is outlined in the PSHE progression of skills document. Our PSHE programme deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world and their ability to communicate their feelings. Children at Stone School also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen.

- **Schemes/resources**

At Stone School, we use the SCARF programme to teach PSHE from EYFS to Year 6. The same themes are covered in every year group and are built on year upon year.

- **Educational visits and enrichment activities to develop cultural capital**

The Life Education Bus comes to visit each year to reinforce aspects of the PSHE curriculum to each year group. In Year 2 children learn first aid skills during their 'Doctor for a Day' WOW day and Year 6 visit the Houses of Parliament to learn about 'Laws and Debating'.

- **Ensuring good progress and attainment**

Children's individual PSHE books and the class 'PSHE Discussion book' are monitored by the subject leader to ensure progression and a broad curriculum is being covered. Class teachers assess children half termly and say whether they are WTS, ARE or GD in PSHE. This data is then monitored by the subject leader and compared to progress in reading, writing and maths across the school. This is monitored by the subject leader across the year and reported to senior staff in school.

IMPACT

- **Expected outcomes**

The impact of following our PSHE approach will be that the standards of attainment across the school will meet or exceed those which are expected of children nationally.

- **How outcomes for pupils are measured**

At Stone School, we continuously assess the implementation and impact of our PSHE curriculum, using both formative and summative assessment approaches. This is in order to achieve the highest

outcomes possible across all year groups and ensure we provide the support that is necessary for all children to achieve.

- **Other outcomes**

Through our PSHE curriculum, we believe we enhance children's education and help them to become healthy, caring, respectful, responsible and confident individuals and citizens. This is evident in day to day interactions with the children in our care and the staff leading them on their learning journey. We believe that we help children develop skills and strategies to support their mental health and wellbeing and teach them how to take responsibility for their own mental health.