



PSHE Curriculum Intent



At Villiers Primary School, our intent is to deliver an inclusive curriculum which equips children with the knowledge and skills they require to become happy and successful individuals. Our PSHE lessons are regularly linked to our school ethos: 'Work hard. Be kind.' This reflects the high expectations and fundamental values that we encourage, not only in PSHE lessons, but throughout school. We promote positive outcomes, asking children to 'choose to listen, learn, lead and look after.' This, again is paramount to the outcomes of many of our PSHE lessons and prepares children to become healthy, independent and responsible members of society. We celebrate children's individuality and offer many opportunities for them to develop their attitudes and values and appreciate what it means to be a member of a diverse society, starting with our school community. As part of this, children leave us with the confidence to tackle many of the social, moral, spiritual and cultural issues that they may face in their lives.

PSHE at Villiers, equips children with the knowledge, understanding, skills and strategies required 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 is providing opportunities for children 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. Within lessons, teachers offer an opportunity for open discussions with a foundation of respect for others. Children are often asked to reflect upon their own experiences, developing their empathy and their personal and social values, considering the life and concerns of their community and society. This, in turn, improves their capacity to be active and effective members of society.

Teaching of PSHE is divided into 3 different strands:

Health and Wellbeing

Relationships

Living in the Wider World.

Across all year groups, we want pupils to study the following skills:

- Drug, alcohol and tobacco education
- Physical health and wellbeing
- Keeping safe and managing risk
- Mental health and wellbeing
- Identity, society and equality
- Careers, financial capability and economic wellbeing
- Relationships and sex education

Within each strand, there are age appropriate topics for the different year groups. One topic per half term is taught from EYFS to Year 5, and one topic per term for Year 6. Each PSHE lesson includes an overall learning question and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes). PSHE lessons are also linked to themed events which happen throughout the year at school. Each half term's learning question for all year groups and themed days which happen each half term are detailed in the yearly overview below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Black History Month Mental Health Week	Remembrance Day Children in Need	Safer Internet Day	Red Nose Day Autism Awareness	Mental Health Week	Friendship Day
EYFS	What makes me special?	What can I do to be kind?	How can we look after each other?	What is my community?	What do I do to stay clean and healthy?	What are rules and routines?
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the Environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

We also teach the children about the importance of British Values, morals, rules & regulations (Democracy, Rule of Law, Respect & Tolerance, and Individual Liberty). This is covered and made explicit throughout relevant lessons. In EYFS and KS1, children learn about what makes themselves special and identify the roles and responsibilities of people at home and school. Gradually this leads into celebrating the similarities and differences between people, the role of democracy, stereotyping, migration/refugees and human rights.

Wherever possible, our PSHE curriculum is enhanced by visitors and workshops, as these bring in a practical element to learning and a deeper understanding of knowledge about the changes we face in today's diverse society. Such visits we include are: talks from the PCSO around online gaming/knife crime, child sexual exploitation, NSPCC Speak Out Stay Safe, St Johns Ambulance and Natwest Money Sense.

We want our children to understand their own feelings, understand emotions and mental health, understand the changes during transition times and learn coping strategies to help deal with mental health issues.

We also want pupils to understand our school 'Attitudes to Learning' which are:

Collaboration Resilience Ambition Respect Kindness Drive Tolerance

Empathy Humility Integrity Commitment Independence Reflectiveness Planning

Our children will be encouraged to answer questions, listen to different views/opinions, and develop a greater understanding about the world around them and how to keep themselves safe. PHSE provides children with the opportunity to grow into responsible adults, it takes into account the diverse society we live in by gaining a deeper understand of different backgrounds, faiths and religions. Our PSHE curriculum provides every child with the possibility to learn skills that will shape their future as they transition into secondary school and later in adult life.

What a Good PSHE Lesson Looks Like:

Establishing a safe and supportive environment

- Ground rules are agreed by the staff and pupils before the lesson begins and are adhered to throughout the lesson
- Discussions are managed sensitively and the teacher responds appropriately to spontaneous questions and comments raised by pupils
- The teacher is aware of vulnerable pupils and enables them to safely participate

PSHE is taught like other curriculum subjects

- The lesson is planned in line with the whole school programme for PSHE and follows school policies
- Planned and well-structured lesson with clear beginning, middle and end
- Effective learning strategies are used to engage pupils and challenge their thinking
- Pupils are involved in active and participatory activities through which they develop skills and attitudes, as well as knowledge and understanding
- The teacher feels confident to teach the lesson, pupils enjoy their learning and make progress.

Assessment

Assessment has been included as an integral part of each topic. Data is recorded and updated yearly on ScholarPack to show progress and monitor children who may be below their age related expectations. The PSHE lead also conducts pupil conferencing and book monitoring to ensure that children are making progress and that the data recorded on ScholarPack is accurate.

Within lessons, children are asked to give 'First Thoughts' about the lesson focus at the beginning of the lesson and 'Final Thoughts' at the end of each lesson to reflect upon their learning and consider how this relates to their experiences. This contributes to teacher assessment as it builds a picture of each child's perception and understanding of the topic. At the end of each lesson, children are encouraged to self-assess against each learning objective. Staff also do so as part of the school Marking Policy.

Staff Development

The PSHE Subject Leader and Senior Leadership Team is responsible for monitoring the standards of the children's work and the quality of the teaching of PSHE. They are also responsible for supporting colleagues in the teaching of PSHE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Inclusion

As a school our core aim is to promote the inclusion of all children. Therefore, our PSHE curriculum is planned and adapted to ensure that all learners, whether SEND, EAL or PP, have access to the same opportunities of progression as anybody else. Through the use of differentiation, Sammy the Snake and Stepping Stones are used to carefully plan out scaffolding and resource opportunities for all pupils. This ensures that any barriers to learning are removed effectively so that all children can access the relevant curriculum for their age. Lessons also include Timmy Tiger/Ladder challenges to stretch pupils and offer opportunities for a deeper insight into the core themes and topics covered within PSHE lessons.

For children who are working significantly behind, their work is differentiated so that the curriculum is relevant to their personal needs. This is in line with the PSHE Association framework for pupils with SEND. These sessions offer opportunities to enhance core life skills such as: social interaction, safety and awareness. This may be in addition to the lessons or be taught alongside, as part of an adapted curriculum. If further support is then needed through intervention this would be decided through liaising with the school SENCO, external services, staff within school and parents.

At Villiers, we have a high percentage of children with EAL, some of which have poor language skills (in particular those who are new arrivals). Although many of our children with EAL speak English proficiently, we ensure that we minimise the barriers to learning by offering visual aids and word mats. We also use Colourful Semantics resources to support teaching and learning. This is essential in ensuring that words which are not commonly used in everyday life are understood by all children, removing the possibility of misconceptions of what the key vocabulary means. This key vocabulary is displayed on learning ladders and is discussed as part of the introduction to every PSHE lesson.

Our school is within the most deprived quintile nationally, therefore it is vital that we cater for those children from disadvantaged backgrounds. PSHE education is paramount to this to ensure that our children are prepared for the wider world. In lessons, we promote collaborative work to improve social skills and offer opportunity for discussions and debates. The curriculum is regularly reviewed and adapted to ensure that it is suited to our school context and that we are addressing issues which are common within our community. We regularly invite PSCOs to speak to the children about e-safety, knife crime and gangs. This impacts our children's awareness and understanding in a wider context rather than any preconceptions which they may have from their experiences out of school.

Our School Context

The health and wellbeing of our children is paramount to securing good outcomes; unfortunately, the health and wellbeing of children in Wolverhampton is worse than the England average. 59% of the primary and secondary schools in Wolverhampton are in the most deprived quintile nationally as defined by Ofsted. There are no Wolverhampton schools classed as being in the least deprived category. 22% of all pupils are eligible for free school meals; for primary schools (including reception) the figure is 20.5% (the national average is 14.5%) and in secondary schools (including Academies) it is 19.7% (the national average is 13.2%).

Implementation

PSHE lessons are taught weekly within school. All staff have been briefed of the importance of PSHE, not only as part of the curriculum, but as part of each child's individual personal development. Both the PSHE lead and teachers have the responsibility of monitoring the curriculum to ensure that it is adapted to our children's needs. External visits, such as PSCO assemblies and NSPCC workshops may also contribute to the curriculum. However, it is clear that these are an addition to the curriculum, not a replacement for regular, specific lessons.

Impact

The impact of the curriculum is monitored regularly to ensure that high standards of teaching and learning are upheld and excellent progress is being made. Teachers are offered CPD where necessary and are kept up to date with the most recent guidance. This contributes to effective teaching. From pupil voice and pupil conferencing, we have established that children enjoy PSHE lessons and learn a lot from them, developing them personally to become good citizens by the time that they leave us in Year 6. Discussion is the centre of all lessons to give the opportunity for collaboration and debate, considering topics in a real life context. The impact of this has been evident in the development of our children and the way that they interact with their peers and the community.

Therefore, PSHE is an important subject to teach, it is vital if pupils are to learn how to keep safe and healthy in an ever changing world. It is a key way that here at Villiers, we ensure that pupils are receiving a wide and varied curriculum that is relevant to the lives they live today and prepares them for the future.