

## PSHE including RSHE and Online Safety Curriculum

Our PSHE curriculum is built upon our 4 core values of faith, pride, challenge and success. As a Catholic school, our aim is that every child achieves their full potential as an individual made in the image and likeness of God. Our approach to PSHE is grounded in the belief that all pupils can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life. We aim to empower pupils to lead lives of contribution and achievement.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	We intend a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online. We achieve this by following the PSHE Association Programme of Study for PSHE, the Ten:Ten Programme 'Life to the Full' for RSHE which is rooted in the Catholic faith and the Sheffield Scheme of Work for Online Safety.	<b>Pedagogical Approaches</b>	The pedagogical approaches to the teaching of PSHE are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> <li>• Deliberate and intentional retrieval of previous knowledge to build on previous learning</li> <li>• Regular checkpoints and formative assessments to tailor lessons to the needs of pupils</li> <li>• Positive relationships that create the conditions conducive to effective learning</li> <li>• High levels of subject knowledge</li> <li>• Making reference to the school rules and values when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential.</li> </ul>	<b>Approach to Assessment</b>	Assessment is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills in order to inform future teaching. Impact can be measured by teachers through the use of recall strategies such as those suggested by Tom Sherrington in his book Rosenshine's Principles in Action.
End Points	Health, relationships, economic wellbeing and successful careers are all linked. PSHE is the glue that binds them together. PSHE gathers all of these aspects of preparing for modern life together into a coherent curriculum subject. Based upon this, the content contained within the curriculum overview has been chosen to reflect this. . The pupils will be well prepared for PSHE at key stages 3 and 4.	<b>Teachers' Expert Knowledge</b>	Teachers are regularly given opportunity to revisit the rationale for PSHE, but to also experience what this looks and feels like in practice. The culture of the school is one which promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content and discussions between colleagues. Expertise amongst the SCSP partnership is shared with a PSHE specific working party.	<b>Performance Data</b>	There is no published data for PSHE at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.
Sequencing	Sequencing of knowledge and skills has been fashioned in order that progression is clear, systematic and explicit. It is progressive throughout the school and builds upon previous knowledge. It includes the deepening of knowledge and understanding of key ideas. These key ideas are revisited in greater depth each year and are:	<b>Promoting Discussion and Understanding</b>	The structure of the PSHE curriculum means that topics and content are embedded in each year group before being built upon. When working with pupils, teachers make reference to previously learnt content. Pupils are given regular opportunities to explore and	<b>Pupils' Work</b>	The pupils record their learning within the project books if it links to the project concepts or in 'non-project' books if it does not. EYFS record evidence using 'Evidence Me.' It is expected that tasks are designed with reference to the skills referenced curriculum, to give children opportunities to display and



	<p>PSHE – Relationships, Living in the Wider World and Health and Wellbeing.          RSHE – Created to love others, Created to live in community and Created and loved by God.          Online Safety – The social web, Protecting ourselves, Commercial risks, News and media and Lifestyle and health.</p>		<p>discuss questions at an age appropriate level. Teachers use their strong knowledge of the progression in the curriculum in order to ask questions which lead children to develop the understanding we intend to promote.</p>		<p>build these skills. Children’s work is used as a way of securing and showing learning and not simply a record of activities done in class. Teachers are encouraged to be creative in task design, and work can take the form of artwork, discussion, drama, song, extended writing, story, music, poetry, reflections, celebrations or a mixture of these. There is an expectation that the learning in PSHE is evidenced in books at an age-appropriate level.</p>
Alignment to EYFS	<p>Personal, social and emotional development is a prime area of the statutory framework for EYFS. This area of learning is fundamental to the development of the whole child. Strong relationships with adults and each other are prioritised upon starting EYFS at St Mary’s and, through explicit teaching, modelling and supported interactions, children learn to co-operate, self-regulate and resolve conflicts. As well as these day-to-day interactions, EYFS at St Mary’s use resources and teaching materials from ‘Life to the Full’ for RSHE and the Sheffield Scheme of Work for Online Safety. Children are given opportunities and experiences to enable them to meet the expected level of development. The key aims of our St Mary’s EYFS curriculum in relation to PSED are to follow the school rules of Ready, Respectful and Safe, to say how they feel and regulate themselves and to be able to show care and empathy.</p>	Knowing More and Remembering More	<p>Children are encouraged to reflect on previous learning and use that to explain their current understanding. Teachers are clear about the progress and achievements of the pupils they teach, and how their learning might be improved. Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons.</p>	Talking to Pupils	<p>The subject leader will dedicate time regularly to the scrutiny of books, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to evaluate the quality of teaching.</p>
Addressing Social Disadvantage	<p>PSHE education has proven impact on life chances and academic success. An extensive 2017 literature review by leading economists found ‘Very strong evidence’ that PSHE learning has a positive impact on health, well-being and academic attainment, particularly for the most vulnerable and disadvantaged.</p>	Teacher Assessment	<p>Teachers recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop through formative assessment. Assessment starts with carrying out an initial assessment activity for each new topic. This gauges pupils’ starting point in terms of their existing knowledge, skills, attitudes and beliefs, and informs teachers’ planning. An end assessment then demonstrates the progress pupils have made since the baseline activity.</p>		
Local Context	<p>The school has tailored its programme to the needs of pupils and communities. We acknowledge that here is no ‘one-size-fits-all solution’, but our PSHE programme has been tailored to reflect the local context and needs within the school community. Our RSHE curriculum is rooted in the teachings of the Catholic church.</p>				
Meeting the needs of St Mary’s learners	<p>Links are made between the PSHE programme and other areas of the curriculum through the project concepts. Reference and links are made to our school rules, values and mission statement.</p>				



St. Mary's  
Catholic Primary  
School