Priestley Primary School
PSHE at Priestley

Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become aspirational, creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Priestley Values in order to learn like Spikey (Respect for All, Give it a Go, Cooperate, Take Responsibility, Share Great Ideas, Stay Focused, Think Things Through) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Children leave Priestley with a sense of belonging to a community where they have the skills to make decisions, self-evaluate, make connections and become lifelong learners with the confidence to explore life in modern Britain.

Mission Statement

Placing learning at the heart of all we do by working in partnership with children, parents, staff, governors and the wider community to provide a safe, happy, stimulating and purposeful learning environment. High expectations are set so that all children are challenged to achieve both socially and academically.

Vision

At Priestley Primary School we strive to provide our pupils with the skills needed to enable them to be respectful, safe and law-abiding citizens.

Teaching & Learning

As a School, for this subject, we teach a series of progressive lessons which follows the JIGSAW outline. Although PSHE is a non-statutory subject, as a school we believe it is vital in helping to create the foundations for effective learners as well as helping to shape the children into being well rounded, safe, respectful and sensible citizens. The subject is broken down into 6 areas of learning which are covered across the year. These are:

- Dreams and goals
- Healthy me
- Being me in my world
- Celebrating difference
- Changing me
- Relationships

EYFS:

- ✓ In EYFS, PSHE corresponds most closely to the 'managing feelings', 'self- confidence and self -awareness' and 'making relationships' strand of Personal, social and emotional development as well as 'health and self-care' strand of Moving and handling.
- ✓ Observe children carefully for use of PSHE through play and build on it when it occurs.
- ✓ Adult-led and child-led activities in PSHE may often be closely linked to other areas, such as role play and circle times.
- ✓ Take the opportunity to discuss and address any concerns with behaviour or rules, as they occur, with all children in class.

KS1 & KS2:

- ✓ Teachers are to break the learning into the 6 areas listed above to ensure excellent coverage
- ✓ As a guide, approximately 1 hour a week should be dedicated to PSHE.
- ✓ The quality of writing in PSHE should be equal to that expected in English.
- ✓ PSHE also encompasses Sex Education and Drugs learning where appropriate in Year 5 and Year 6.

Planning

EYFS:

Planning will be on the relevant medium-term plan for Reception. It will include links to other schemes where appropriate and existing resources can be drawn upon for acute coverage.

KS1 & KS2:

- ✓ Teachers are to follow the outline of Jigsaw scheme and cover the 6 areas of learning as well as mentioning these areas specifically in their planning.

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned, where appropriate, to cater for the learning needs of the individual student. To provide for this basic entitlement, pupils in the same group have learning opportunities matched to their needs with teaching taking into account the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. Mixed ability teaching implies that all abilities must be catered for when planning a lesson.

- ✓ Differentiation of Resources
- ✓ Differentiation by Task
- ✓ Differentiation by Support
- ✓ Differentiation by Response/Outcome

Resources

The majority of the school's PSHE resources are stored on teacher shared. The PSHE subject leader has also created a folder on T-shared containing resources for days of celebration or fundraising. Such as, Comic Relief or Anti-bullying week.

Marking & Feedback

Feedback is given verbally during carpet/discussion sessions. Written work, for example posters, will be marked with a positive comment in green (Y1-6). Next steps will be recorded in blue, as appropriate. Next steps will be necessary if the topic being taught follows a series of sessions that are linked together. (Y1-6)

Assessment

KS1 and KS2- Assessment for Learning will take place in the sessions. Summative assessment will take place twice a year (Term 4 and 6) and be recorded on the Cornerstones tracker. Pupil conferencing will take place (terms 2, 4 and 6) to identify the child's perspective of their learning and progress.

EYFS- the children are assessed against the PSED statements twice a year. On entry and exit to the Reception/foundation year.

EYFS

As stated above.

Equal Opportunities

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

At Priestley school, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

The children are invited to attend visits from the life education bus, once a year, to give their learning a real- life context and experience.

The whole school attend regular assemblies which are centred around Spikey and his attributes. These learning characteristics are shared with the 6 overarching PSHE areas and the characteristics of effective learning (EYFS).

Safeguarding Statement

At Priestley Primary School, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff alike. As such we have created and work hard to maintain a climate in which staff, pupils, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that effective

action will be taken, as appropriate. At times we may need to share such concerns with outside agencies, such as the Wiltshire Multi Agency Safeguarding Hub (MASH) team.

Our Safeguarding and Child Protection Policies apply to all adults, including volunteers, working in or on behalf of our School. We expect everyone working in or for our School to share responsibility for keeping children safe from harm and abuse and report any concerns to one of our DSLs (Please see our 'Designated Safeguarding Leads' boards situated in the staff room.

At Priestley Primary School, children are taught about how to stay safe, including staying safe online. Our taught curriculum and programme of assemblies cover how to stay physically and emotionally healthy and includes e-safety and age-appropriate sex and relationship education (SRE).

Review

ALL SAFEGUARDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES

Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Health & Safety, Off-Site Visits & Visitors, Whistle Blowing, Complaints Policies.