

PSHE Curriculum Rationale

PSHE at St Wilfrid's is rooted within the Catholic faith and we recognise that parents will be the primary educators when teaching our children in many of these matters. Our role is to compliment and reinforce this with our teaching. The PSHE curriculum supports the wider work within school to foster pupil wellbeing and develop resilience and character that we know are key to children being happy, successful and productive. We acknowledge that children are growing up in an increasingly complex world and living their lives seamlessly on and offline and our curriculum aims to support them to navigate this.

INTENT



Alignment to National Curriculum

The PSHE curriculum at St Wilfrid's is based on the PSHE association programme of study, which includes the statutory Relationships Education and Health Education as set out by the DfE. Content is covered through the three key strands of health & wellbeing, relationships and living in the wider world.



End Points

Children are taught to have the skills, knowledge and understanding to be safe and healthy and to know how to manage their academic, personal and social lives in a positive way.



Sequencing

Our PSHE curriculum is structured in a way that introduces new and more challenging content and builds on what has gone before whilst reflecting the personal development needs of the children. A whole school thematic approach is used on a two-year rolling programme to consolidate knowledge and understanding as well as helping children to apply their knowledge in age-appropriate contexts.



Addressing Social Disadvantage

There is 'very strong evidence' that high quality PSHE teaching 'has a positive impact on academic attainment' (PSHE Association). A PSHE Association review shows that PSHE education significantly benefits young people's academic success, particularly if they come from socio-economically disadvantaged backgrounds. Therefore, the quality of PSHE teaching will not only impact on the children within the subject but also across the curriculum.



Local Context

When planning PSHE it important to identify the needs of the pupils in school, this can change regularly on an individual, class, school and wider community level. When planning the curriculum, information from CHIMAT and the Sheffield JSNA has been used to identify particular areas of focus.

IMPLEMENTATION



Pedagogical Approaches

Our PSHE curriculum is taught with an emphasis on interactive learning with the teacher as a facilitator often using a Philosophy for Children (P4C) approach. The children work with the teacher to develop an environment in which children feel safe and confident to explore challenging issues. Children are encouraged to be self-reflective and to re-construct their personal viewpoints.

PSHE is part of the wider whole school approach to children developing the knowledge, skills, attitudes and understanding they need to fulfil their potential.



Teachers' Expert Knowledge

Teachers are required in the DfE teaching standards to demonstrate good subject and curriculum knowledge. Teachers seek opportunities to ensure any gaps in knowledge are addressed through reading, the use of support materials or using the support of the subject leader.



Promoting Discussion and Understanding

Using the P4C approach, allows all children to discuss and explore issues orally. The PSHE curriculum is designed to encourage all children to draw upon personal experience to discuss issues. Children will hear other's perspectives and gain an understanding of others and the world around them. PSHE content is embedded across the curriculum as well as in wider aspects of school life and makes use of links to the wider community.



Knowing More and Remembering More

PSHE links and supports knowledge from many other curriculum areas including science, computing and RE. Children are encouraged and provided opportunity to transfer what they have learned from one school subject to another, and from school to lives in the wider community.



Teacher Assessment

A wide range of AFL techniques are used to explore children's prior knowledge and allow teachers to gain an understanding of children's knowledge. PSHE content cannot be assessed in the same way as other curriculum areas due to its personal nature. However, teachers can use strategies to recognise and evidence a child's understanding and personal development.

IMPACT



Approach to Assessment

PSHE is not assessed in the same formal way as other curriculum subjects. Assessment is ongoing with the focus on personal progression rather than attainment.



Performance Data

Data is not collected in the same way as for other subject areas. Data for PSHE is generated through teacher knowledge of the pupils' understanding gained through AFL strategies. Teachers make judgements on whether children have understood the learning opportunities.



Pupils' Work

Pupils use PSHE journals to reflect on their knowledge and understanding. This can be added to and changed as the children learn new things and explore the content. In KS1, this may be picture representations and KS2 will be exploring their thinking in written form e.g. mind maps, labelling diagrams.



Talking to Pupils

Children use appropriate vocabulary and understanding when reflecting both in lessons and in conversations with adults around school. This will support incident reflection as well as during pastoral interventions. The subject leader talks to pupils about their learning as part of the monitoring process.

Links / References

Ten principles of effective PSHE education- PSHE Association
 Making the Case for PSHE education- PSHE Association with links to other sources <https://www.pshe-association.org.uk/what-we-do/evidence-and-research>