



The Crescent Primary School Curriculum

Subject: PSHE

Intent: What are we trying to achieve with our (subject) curriculum?

At The Crescent, we believe that Personal Development Learning covers the teaching of Relationships Education, Relationships and Sex Education and Health Education. It is a statutory requirement as set out in the Relationships Education, Relationships and Sex Education and Health Education (DfE Guidance 2020). As a curriculum area, it is designed to give pupils the knowledge, skills and understanding they need in order to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our PSHE curriculum is complemented and supported by our No Outsiders curriculum which aims to educate children on the protected characteristics of the Equality Act 2010 and support them in recognising and challenging prejudicial behaviours. This also promotes and encourages understanding of diversity which prepares children for our ever-changing world.

Implementation: How do we deliver our (subject) curriculum?

- We have now fully implemented the PSHE Association scheme to run from Years 1-6. This follows three core themes of: Health and Wellbeing, Relationships and Living in the Wider World. All year groups study the same theme at the same time and knowledge and skill are secured and built upon each year. This defines what we will teach at each stage and ensures there is the appropriate balance and distribution of work across each term.
- No Outsiders curriculum was introduced fully this year and has been successfully embedded within the curriculum. This directly supports the teaching of the protected characteristics and challenges prejudicial language
- Mental Health and Wellbeing Champions have been created and trained this year ready for implementation in September.
- We respond to the needs of the pupils and teachers are aware of the need to respond to the needs of their class. This means that discussions in classes may often differ depending on what is appropriate to those pupils.
- Class journals have been supportive in capturing high-quality discussion and learning
- Assessment is used to inform planning and to address the needs of the pupils.

-Knowledge organisers have been introduced with key vocabulary for the topic which is created in conjunction with the children to enable them to take ownership over the vocabulary.

Impact: What difference is our (subject) curriculum making to pupils?

- There is no statutory requirement to assess PSHE as it stems from class discussions and understanding of different objectives. These are captured through a range of different activities during our PSHE lessons (roleplay, speech bubble, poster etc). Evidence of this is within the PSHE journals.
- PSHE association scheme and topics are now fully embedded in our school and children are able to articulate these.

Evidence: How do we know?

- Journal book looks have shown evidence of curriculum that has been embedded
- New Outsiders curriculum has been properly embedded and taught for a year. This now forms part of our culture as a school.
- Staff feedback - staff are confident teaching new scheme and are confident with No Outsiders curriculum.

Now that new scheme is embedded and statutory changes have been made, pupil conferencing is required to gain children's views on what they want in their PSHE curriculum (on top of statutory requirements)

- EARA tracking document shows proactive approach to challenging prejudicial language