PSHE(Personal, Social, Health, Education)Curriculum Statement

Vision for PSHE at Foxhills *For every child to master our CLEAR values through our PSHE curriculum to become a prepared and empathetic member of society*	Personal, social, emotional, health education is an area of knowledge that allows the children to understand how to be a citizen in today's society. It focuses on developing the whole child through educating them about relationships, growth, health, rights, responsibility, respect, valuing everyone's differences including their own and safety. It is an integral part of the curriculum that enables children to access all other parts of the curriculum including recreational times. It is essential to everyday life, as children become law abiding citizens knowing how to conduct themselves in different settings and through different times. It nurtures the development of self-awareness, resilience and growth mindset, as well as providing children with the knowledge required to solve all manner of different problems. The PSHE curriculum at Foxhills enables children to discuss openly, in order to develop success and motivation in the subject. The curriculum has been designed so that it links to moments throughout the school year as well as the children's growth and development. To develop our PSHE curriculum, we consulted parents. Concluding from the questionnaire was that our families would like the children to have exposure to the wider world. They highlighted the differences in families and friendships with a keen theme of developing assertiveness and boundaries. Our community acknowledges that we are not diverse and highlighted that tolerance should be a key part throughout our curriculum through task design and discussion. Positively, our families are very aware of their part in mental health and support the development of this at home. In addition to this, parents acknowledge they provide many enrichment opportunities for their children however would like keen safety measures explored in the curriculum of water, rail and online. Some of these themes will be explored through assembly. As part of our PSHE curriculum, we acknowledge the importance of SMSC (spiritual, moral, social and cultural), our British values (respect, tolerance, rules of law, individual liberty and democracy) and protected characteristics (age, disability both physical and invisible, gender reassignment, marriage, civil partnership, pregnancy and maternity, race, religion, belief, sex and sexual orientation). Throughout our PSHE curriculum, we strive to achieve our vision that all children will acquire the knowledge, emotional security and empowerment to enable them to take advantage of opportunities, experiences and responsibilities in later life.
Sequencing of the PSHE Curriculum	How is the PSHE curriculum organised? Me and My relationships When the children start their school year, to aid with transition and getting to know their new staff, peers and classroom we have started with the concept me and my relationships. Initially, this allows the child to think solely about themselves, for example the people that are special to them and their interests. As the children move through the school this concept starts to unpick their immediate environment before thinking about their feelings and those of others. They will acknowledge their own emotional needs and how and when to be assertive. Throughout this half term, the children will develop SMSC and recognise their individual liberty and own protected characteristics. Valuing differences The children will start to think about others through the concept of valuing differences. Initially in the infant stages, they will recognise their similarities and differences between them and others. They will use this to build new relationships in a respectful manner. Throughout KS2, the children will develop this knowledge further by recognising different relationships and how to seek help when in a difficult relationship. In addition to this, they will think about how differences are portrayed through the media in the way of stereotypes and prejudice. Throughout this half term, the children will develop their understanding of tolerance through the protected characteristics. Keeping Safe Once secure about themselves and others, the children will think about keeping safe. They will initially think about themselves: mind and body. They will explore their right to give consent, when to do so and that it is okay to say no. As they move through the federation, the children will explore ideas of safety around the environment in which they live (water and rail close by), drugs including medication, alcohol, smoking and online. They will consider the social norms, the risks and effects this can have. Children will also cover the aspect of the law. Rights and Respect In this unit of work, the children will develop their understanding of safety further. They will think about how to be respectful to others, property and the environment. They will begin to explore basic first aid and to be safe and secure around money. In addition to this, in KS2 they will develop awareness of democracy looking at their local council and councillors. Being My Best (This unit is taught through Forest School) During Forest School sessions, the children will think about being their best. They will recognise their own goals, aspirations and talents and those of others. They will discuss and learn how to keep themselves healthy throughout their diet and routines, for example sleep and exercise. The children will learn that by looking after themselves they are respecting themselves and their bodies.

	Growing and Changing The children will focus on growing and changing. They will revisit having resilience, tolerance and body safety through consent. As the children move through the school they will develop an understanding of how their body is changing and growing as well as the concept of sexual reproduction in humans including protection and the laws surrounding that. Throughout this concept, we will respect the wishes of parents and acknowledge their differences in SMSC beliefs. Our curriculum is recursive so the most crucial content can be revisited regularly in order for it to be embedded into children's long-term memory.
What are the knowledge types and how will they be taught?	The curriculum at Foxhills is a knowledge-based curriculum because our staff are united by the belief that knowledge promotes intellectual growth: The more you know, the more you understand the world. Knowledgeable children are confident and can broaden their experiences. The knowledge in our PSHE curriculum has been split into two different knowledge types: component knowledge (substantive knowledge -knowing that…) and composite knowledge (disciplinary knowledge - knowing how…). Component knowledge is comprised of key terms. Children are taught these facts and are taught this knowledge through highly effective teacher modelling. This knowledge is presented to children in different ways and is reinforced through the use of knowledge organisers, models, stories, real life examples, prompts and WAGOLLs. Composite knowledge refers to how the children will practise using these terms and sharing their ideas inside and outside the classroom. All children are encouraged to have a go, independently, prior to personalised feedback being given. Children then work with adults to develop their disciplinary knowledge further, to ensure their learning is deep and meaningful and that they are not just memorising disconnected facts.
How is the curriculum implemented? *Consider:* *How is subject matter clearly presented? How is discussion promoted? How is teaching designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas (knowledge webs)? How are tasks designed to enable children to develop their knowledge, skills and abilities to apply what they know with increasing fluency and independence?*	When delivering the PSHE curriculum to our children, teachers consider both pedagogical knowledge and pedagogical content knowledge. Pedagogical content knowledge refers to the link between what the children need to know (our knowledge) and how to teach it; knowledge of pedagogy, knowledge of pupils and teacher attitudes and beliefs (relationships, accountability and commitment). When considering pedagogical knowledge, teachers think about the best ways for the subject to be taught and delivered (based on our disciplinary understanding). At Foxhills, we believe the most effective way to implement our PSHE curriculum is by ensuring the children have genuine opportunities to apply this in the outside world. Using their knowledge of their class, teachers will develop children's knowledge to become CLEAR human beings. Learning journeys are sequentially planned in line with our curriculum mapping to enable children to acquire component knowledge and master small steps before moving on. Cutaway teaching is used to maximise learning time for all children and teachers adapt pedagogy to meet the needs of individual learners. Learning journeys can sometimes be adapted to support learners if a difficulty arises. In PSHE lessons, subject matter is clearly presented through teacher/TA modelling (thinking out loud) and knowledge prompts on walls. Discussion is promoted throughout so children can share their ideas. Children are encouraged to work collaboratively to share ideas. Questioning also promotes discussion amongst children, because it enables them to discuss ideas and reasons with how to understand the situation. All PSHE teaching starts with what children already know and therefore knowledge is never completely abstract or taught in isolation. Teachers and TAs revisit relevant knowledge prior to teaching new knowledge which enables children to hang their new knowledge onto that which they already know and understand, therefore making links explicitly clear, enabling knowledge webs to develop. This could be flexible and adapted to matters arising in the wider world. For learning to take place, there must be a change in a child's long-term memory, therefore it is essential that once learned, the most crucial content is revisited. In PSHE, children are encouraged to take responsibility for this through their behaviours throughout the school day. This is most likely to be the unstructured times of the day including break time and lunch time. Leaders support teachers to design PSHE tasks to facilitate 'learn-practise-apply' until knowledge is embedded and behaviours are known and being practised.
Adaption and variation *Consider:* *How will work given to pupils enable them to consistently achieve the aims of the curriculum so that the most disadvantaged and pupils with SEND achieve exceptionally*	Crucially, PSHE tasks are designed to be entirely accessible for all children. Teachers plan lessons in sequences so that new knowledge builds on prior learning and can therefore strengthen an existing schema. Children are provided with engaging real life situations to contextualise their learning and low-stakes tasks enable children to show what they know. The school uses SCARF (Coram Life Education) to supplement our curriculum, however plans and resources are adapted to meet the requirements of our curriculum and all learning is entirely flexible based on any specific needs for any child, at any given time. Children are provided with opportunities across the curriculum and real-life experiences to embed and apply knowledge gained through the PSHE curriculum as skills across a range of contexts. A high quality PSHE curriculum not only compliments a range of other subjects, such as; science, reading and PE, but it also facilitates children's learning across the whole curriculum. Children who do not develop confidence to try new

well?Reminder: double disadvantaged. *How are tasks successfully adapted, designed and developed to be ambitious and to meet the needs of pupils with SEND?*	things, perseverance and resilience when challenged are unable to learn from mistakes and make changes in their own learning to improve their outcomes. If children are unable to understand and follow rules and instructions, they are unable to take advantage of learning opportunities provided to them in all curriculum areas. Children who do not acquire the knowledge and skills required to recognise their emotions and ask for help may experience barriers to concentrating, thus inhibiting learning in any subject. For these reasons, children who do not develop proficiency within the PSHE curriculum are effectively disenfranchised The teaching team at Foxhills is determined to ensure that our PSHE curriculum is entirely accessible for all children. We have consulted with all of our parents to identify any specific vulnerabilities amongst our children and to ascertain the level of experiences and understanding our pupils have. We have used this information to ensure that the content of our curriculum is non-discriminatory and bespoke provision can be provided for those pupils who require additional intervention or adaptions from planning to access the crucial knowledge. At Foxhills typical barriers to accessing our PSHE curriculum include: • Understanding the emotions of others • Speech and language difficulties • Lack of wider experiences outside of school We aim to remove these barriers to learning by: • Getting to know every child very well • Creating a culture where we listen to all children and provide time and opportunities for children to talk • Providing speech and language interventions • ELSA support to equip children with emotional literacy • Using stories • Using pictures • Using role-play opportunities • Pre-teaching concepts to children
Rationale for enrichment and wider personal development *Consider:* *How does this subject enable children to have access to a wide rich set of experiences? How are these rich experiences planned in a coherent way so that they considerably strengthen the school's offer?*	In addition to the design of the PSHE curriculum, leaders have sequentially mapped opportunities for enrichment and personal development beyond the expectations of the curriculum in PSHE. Enrichment in PSHE takes the form of life experiences and how they access, behave and the choices they make in the wider world.
Impact *Consider:* *How do teachers and subject leaders check pupils understanding systematically, identify misconceptions accurately and provide clear direct feedback, adapting their teaching as necessary?* *How is assessment used to ensure children embed and use knowledge fluently?*	A child who has acquired the crucial knowledge and developed proficiency within the PSHE curriculum on offer at Foxhills will be fully equipped to take advantage of all opportunities open to them throughout their schooling and in the wider world. They will be able to empathise with others, form and maintain healthy relationships, treat others with respect and understand their own rights in order to keep themselves safe. Children will be confident to express their individuality and will know where and how to access support if required. Behaviour in the wider community will be monitored to see if children are able to apply their understanding in their lives. The PSHE subject leader conducts work looks triangulated with lesson observations and pupil conferencing in order to assess the extent in which all children are making progress in achieving our vision for PSHE.