

## Curriculum Subject Statement: PSHE

The principles for River Bank Primary school's curriculum design follows Dylan William's *Principled Curriculum Design* (2013), which are:

- *Balanced*
- *Rigorous*
- *Coherent*
- *Vertically Integrated*
- *Appropriate*
- *Focused*
- *Relevant*

Details of how these have been incorporated into our overall curriculum design can be found on the *River Bank Primary Curriculum Intent Statement document*.

In specificity to PSHE, some of the applications are further explained, below.

### **A 'Balanced' PSHE Curriculum**

At River Bank primary school this is evident in our curriculum design in the following ways:

1. All learning content for PSHE is taken from the Jigsaw scheme, which we follow in all year groups from EYFS to year 6.
2. PSHE has a timetabled weekly slot in all classes as well as links which are made across assemblies and other cultural events across the calendar. An example of our assembly rota includes key religious festivals such as Christmas and Eid as well as key events such as Walk to School Week and school value focus.
3. Trips, visits and experiences are planned carefully to support curriculum content and to offer children an experience which is both memorable and informative. Examples of this would include: gospel choir performances linked to Black History Month, Firefighter visit in year 2 linked to keeping safe, Pupil Premium trip to Kidzania to experience the world of work and Food Bank assemblies linked to Harvest Festival and helping the community.

### **A 'Rigorous' PSHE Curriculum**

At River Bank primary school this is evident in our curriculum design in the following ways:

1. All of the PSHE curriculum is taught through the Jigsaw scheme of work which focuses on 6 key areas in all year groups.
2. The topics of being me in my world, celebrating difference, dreams and goals, healthy me, relationships and changing me, are taught in each year group.
3. Teachers closely follow detailed plans which ensures that content is covered and children have the necessary knowledge upon which to build in the following year.
4. Key learning is further strengthened by the use of professionals who come into school to work with the children. This includes a dentist visit in EYFS and a nurse visit in upper KS2 when looking at puberty.

### **A 'Coherent' PSHE Curriculum**

At River Bank primary school this is evident in our curriculum design in the following ways:

1. The PSHE curriculum has been carefully designed and sequenced to build on previous knowledge and links to content already taught. It is structured in such a way that the whole school study the same topic for a half term. This format makes it easy to see the coherence and development of the topic throughout the year groups.
2. Online lesson plans and provided resources support teachers' subject knowledge and delivery of key concepts.
3. All PSHE lessons throughout the school follow the same lesson structure which includes the acknowledgement of the Jigsaw charter and 'calm me' starter. This familiar structure allows children to feel prepared and comfortable in discussing a range of personal / sensitive topics.
4. There are clear links between the learning which takes place in PSHE and other curriculum subjects. Examples of this can be seen in the work on climate change in Geography and Science and the link to looking after our world in PSHE as well as links to equality in History and celebrating difference in PSHE.

### **A 'Vertically Integrated' PSHE Curriculum**

At River Bank primary school this is evident in our curriculum design in the following ways:

1. The 6 topics (jigsaw pieces) are the same across the whole school with each year building on the previous year's learning
2. Key concepts are repeated and learning deepened through repetition and explicit links made to previous learning
3. New concepts are introduced at an age-appropriate time to reflect a child's maturity. An example of this is seen in the introduction of official names for body parts through our Changing Me topic as children move through the school. Another example can be seen in the different approaches to learning about bullying which involves elements of cyber bullying and positions of power in upper KS2 as opposed to a more simplistic view in KS1 focussing on kindness and who to seek help from if you have worries.

### **An 'Appropriate' PSHE Curriculum**

At River Bank primary school this is evident in our curriculum design in the following ways:

1. PSHE is sequenced and taught on a 'year by year' basis following a comprehensive whole school scheme.
2. Lessons are inclusive involving all pupils. Writing and recording is kept to a minimum with the emphasis placed on speaking and listening.
3. Through our Jigsaw charter, it is made explicit that everyone's views should be listened to and that we respect people's privacy (maintaining confidentiality)
4. Lessons encourage talk although children understand that they have the right to pass if they do not wish to share.
5. Due to the sensitive nature of some of the topics discussed, staff are aware and trained to prepare themselves for potential safeguarding disclosures and understand how to act in such a situation.
6. RSE is taught in the summer term as part of our Jigsaw unit on Changing Me. Parents are informed of the content of these sessions and we conduct an annual parent consultation to

gain feedback and answer questions. As part of this process, parents may come in to view the resources used in the lessons and if they have concerns, they are encouraged to have a meeting with the PSHE lead. Parents are reminded that PSHE is statutory and therefore there is no option to withdraw their child from these sessions.

7. Sexual education is taught during one lesson in year 5 and one lesson in year 6. Parents are informed that these lessons will take place and have the option to withdraw their child from these two sessions if they do not feel it is appropriate for them by means of a written letter to the headteacher.

#### **A 'Focused' PSHE Curriculum**

At River Bank primary school this is evident in our curriculum design in the following ways:

1. PSHE planning is precise and easy to follow. Teachers have a clear plan which states learning intentions alongside providing adaptable slides and resources.
2. Every PSHE lesson is structured in the same way with children reminding themselves of the Jigsaw charter, a starter game, calming exercise before new learning.
3. Each year, the PSHE content is reviewed and refined with teachers, year leaders and curriculum leaders. Parents are also consulted on the RSE element of the curriculum. Termly monitoring of the subject engages the views of pupils and teachers with the PSHE lead reviewing content and delivery.

#### **A 'Relevant' PSHE Curriculum**

At River Bank primary school this is evident in our curriculum design in the following ways:

1. In PSHE, children engage in a range of topics which allows them to consider different viewpoints and supports them in developing their ability to cope and deal appropriately with different situations.
2. Our scheme empowers pupils to view society and consider different viewpoints and opinions. This skill is vital in preparing our pupils for life in a multicultural society.
3. In PSHE the material within our curriculum is relevant to the children's own lives and covers topics which are both of interest to pupils and prepares them to be good citizens of the future. This includes looking at topics such as bullying, staying healthy and showing tolerance and respect for others.
4. Through our PSHE lessons we hope to develop in pupils a strong attitude towards physical and mental health. We aim to equip pupils with strategies to help maintain positive mental health both now and in the future and offer signposts for support as needed.
5. PSHE extends beyond our curriculum lessons and underpins many of the key values of the school including Inspire, Empower and Achieve. We incorporate these ideas into our assemblies, routines and general ethos of our school.
6. Through the use of prefects and school council we model the process of democracy and offer children the opportunity to vote and put themselves forward for positions of responsibility.
7. Children in all year groups are also given the opportunity to live the values that they learn through PSHE when representing the school at events such as sports competitions and festivals as well as school trips and experiences. We run a yearly event with other local primary schools which allows children to meet others from neighbouring communities and work together on a project.