

St. Peter's Catholic Primary School, Gloucester

PSHE Curriculum IMPLEMENTATION Statement

At St. Peter's Catholic Primary School, the Early Years Foundation Stage (EYFS) Framework and the National Curriculum are used as the fundamental base to design an exciting and inspiring progressive PSHE curriculum that maps out the knowledge and skills that we want our children to learn and experience in PSHE.

The EYFS curriculum is the start of every child's journey to becoming a well rounded citizen. There are seven areas of learning and development within the EYFS curriculum. All are important and inter-connected as they build a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The key areas of learning that support their journey to becoming a well rounded citizen:

Communication and language

The development of children's spoken language underpins all seven areas of learning and development. Vocabulary and the development of language allows a child to communicate with those around them. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.

Personal, social and emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. By supporting children to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary, equip children with skills to develop a child's personal growth. Adults need to guide and model to children in their care so that they can: learn how to look after their bodies, make informed decisions about healthy eating and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Mathematics

It is important that children develop a grounding in Mathematics in number, this is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, have a deep understanding of the numbers to 10 and recognise relationships between them and the patterns within those numbers to enable them to work with larger numbers and using a variety of measures, eg: money.

Understanding the World

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Understanding the world is paramount as it involves guiding children to make sense of their physical world and their community. By giving children opportunities to develop their cultural capital they are building their bank of skills enabling them to become a well-rounded member of society. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. This again is vital to a child's emotional development; being able to articulate thoughts and feelings.

From Year 1, the children work progressively towards the National Curriculum for PSHE which aims to ensure that all pupils learn about:

Mental Wellbeing:

- that mental wellbeing is a normal part of daily life, in the same way as physical health that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices

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and the impact of positive and negative content online on their own and others' mental and physical wellbeing

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

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- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

- how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

Our PSHE curriculum is designed to:

- revisit and build upon prior learning within PSHE and to make links across all subjects. Retrieval opportunities, such as low stakes quizzes, are planned in PSHE and enable our children to recall prior learning and/or to make connections between current and prior learning thus embedding knowledge from their working memory to their long term memory.
- develop and enrich every child's cultural capital through access to high quality information, texts, resources and educational trips
- inspire every pupil to have a love for learning in PSHE

In implementing the curriculum, we ensure that teaching in all subjects incorporates the key principles of high-quality teaching and mastery learning. At St. Peter's we believe teaching approaches that ensure **long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial**. These are fundamental to learning and are the 'bread and butter' of effective teaching. In implementing the PSHE curriculum, teachers ensure that every opportunity is taken to remind the children of how 'what' they are learning is linked to our whole school curriculum intent and whole school vision:

At St. Peter's Catholic Primary School, our mission is to share the good news of Jesus Christ with all in our school family so that each child grows in the knowledge that they are formed in the image and likeness of God who calls them to love and be loved, and that they hear and respond to the call to "live wisely, love generously and learn to think deeply." (Pope Francis, <i>Laudato Si</i> , 2016).						
Following in Jesus' footsteps, we live, love and learn together as a school family, to build a better world.						
It is our intention that the St. Peter's Curriculum will:						
Nourish and nurture	Empower our children with the knowledge and skills to:			augment remembering	Develop key attributes	Inspire
	LIVE	LOVE	LEARN			
Talents – curriculum, enrichment and extra-curricular opportunities Faith RE curriculum Disadvantaged incl SEND and PP	Responsible citizens: Local, National International Fund raising Global challenges: Laudato Si & Fratelli Tutti	Inclusion: SEND Disadvantaged Other Cultures and beliefs Gospel message CST – social justice and help those in need	Think deeply: mastery and enquiry questions Successful learners: lifelong learners Aspirations Growth mindset RP Confident individuals: Self-regulation & Metacognitive strategies Role models	Retrieval Spiral curriculum – golden threads	Independence Resilience Perseverance Team players Effective communication skills Problem solvers Risk takers	Parental engagement Oracy and reading Cultural capital

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As a catholic school, PSHE objectives are covered in a variety of ways so that children in our school benefit from a PSHE curriculum that permeates throughout our whole curriculum. Through use of the Catholic Social Teaching and the Values for Life scheme we ensure that Spiritual, Moral, Social and Cultural (SMSC) development is a part of all learning opportunities. Whilst PSHE is taught termly, skills are developed across subjects and within school life (e.g healthy eating and healthy diet and hygiene EBUG In Science, the importance of exercise in P.E and self-regulation through restorative practice) each class completes at least 3 PSHE lessons per term. In addition, a programme of regular collective worship, liturgies, celebrations and Masses and 10% of teaching time dedicated to Religious Education further enhances the children's learning and development in PSHE.

PSHE curriculum coverage has been planned using the PSHE Association Programme builder. This has been supplemented with resources from Gloucestershire Healthy Living and Learning, Facts4Life and Sometimes My Brain Hurts schemes of work; due to themes identified from the Pupil Wellbeing Survey. Alongside this PSHE coverage can be found through Science, PE, DT and RE. As a Catholic school, we use diocesan approved Relationships and Sex Education and scheme of work.

The PSHE curriculum is implemented following the PSHE coverage document and progression is detailed in the PSHE skills progression document.

Vocabulary development in PSHE is also important as pupils' acquisition and command of vocabulary are key to their learning and progress not just in PSHE but across the whole curriculum. Our PSHE vocabulary progression document shows how we actively develop vocabulary in PSHE.

Finally, we use assessment to check pupils' understanding of what the PSHE curriculum intent says they should know, and to identify and correct misunderstanding and inform teaching.