

PSHE (Personal, Social, Health, Economic) Curriculum Policy

At St James Primary School we have aspirations for every single child to succeed. Through our Christian vision we thoroughly believe that all children have the potential to thrive regardless of their starting points, personal context and characteristics. Our children learn through a supportive and purposeful curriculum, linked tightly to national curriculum objectives, that demonstrates that "With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him all things are possible." (Matthew 19:26) Our staff are committed to developing a love of learning, whilst developing the skills and values to support the all-round development of every pupil. St James C of E Primary School is a special place where we dream, believe, learn and achieve.

Intent

Leaders at St James have the highest academic ambition for all children and the curriculum is designed to equip pupils with the knowledge and cultural capital needed to succeed. Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares them for the opportunities, responsibilities and experiences of later life. The PSHE curriculum compliments wider policies on behaviour, inclusion, safeguarding, respect for diversity and equality.

At St James CE Primary School, we teach personal, social, health education as a whole-school approach to underpin children's development as young people and because we believe that this also supports their learning capacity. The PSHE Association offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitudes" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's safeguarding and equality duties, the government's British values agenda and the SMSC (spiritual, moral, social, cultural) development opportunities provided for our children.

Here, at St James, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. The focus in school is teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is part of normal daily life in the same way as physical health.

Implementation

We include the statutory relationships and health education within our whole-school PSHE programme. To ensure progression and a spiral curriculum, we use PSHE Association as our chosen teaching and learning programme and tailor it to your children's needs.

The PSHE Association scheme covers all areas of PSHE for the primary phase including statutory relationships and health education. The table below gives the core themes and as these are taught across the school; the learning deepens and broadens every year showing a clear progression of skills.

Core Theme 1: Health & Wellbeing

Core Theme 2: Relationships

Core Theme 3: Living In The Wider World

RSE Curriculum

At St James CE School, we consider that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum and is linked to that for Science. For more information about how we teach RSE at St James, you can find our RSE policy on the school website or via the school office.

Adaptive Strategies

Leaders within school ensure the highest ambition for all pupils and create opportunities to experience success. This is done by adapting lessons whilst maintaining high expectations by using: scaffolding, explicit instruction, cognitive & metacognitive strategies, flexible groupings, and use of technology (Mould, K. 2020 EEF). Teachers ensure the balancing of input of new content so that pupils master important concepts, i.e., 5-part teaching model, and make effective use of teaching assistants.

Long Term Memory

Knowledge empowers and nourishes children, it belongs to the many, not the few. A knowledge rich curriculum has the power to address issues of social disadvantaged and leaders at St James CE Primary have high ambitions so that all pupils can take full advantage of opportunities, responsibilities, and experiences in later life.

Learning can be defined as alteration in long term memory, with this being the case leaders have implemented strategies taken from cognitive science to enhance and support pupils in the transfer of new knowledge into their long-term memory. Teaching staff have drawn on research focussing on Cognitive Load Theory, and teachers understand that pupils working memory is limited and that new content should be introduced to pupils in small and manageable steps to avoid overloading the working memory.

Research from Oliver Caviglioli has also been considered and leaders utilise strategies of dual coding to support pupils in integrating new knowledge into long term memory. By providing simple images to pupils when new content is introduced, they can use both visual and auditory strategies to process the information, forming a greater link with long term memory. Spaced retrieval is also a strategy employed by teachers to enhance pupils' retrieval and in turn secure knowledge into long term memory. Lessons typically begin with a daily retrieval opportunity and additional retrieval sessions are planned over the year.

Learning is a long-term process and teachers utilise four main strategies to support pupils in being successful and confident learners. The agreed strategies are:

- New content in small, manageable steps.
- Images to support new learning.
- Spaced retrieval practice.

Teaching & Learning

Each teaching session in PSHE, follows the agreed school policy of teaching and learning, and is planned to support pupils long term memory development. There are 5 stages in each session:



Activate- teachers activate the appropriate schema and make long term links to learning that occurred in the past.



Vocabulary – teachers explicitly teach vocabulary that pupils need a deep understanding of to support their learning.



Retrieve – pupils complete a retrieval task relating to more recent learning such as self-testing key information from their knowledge organisers.



Teach – The teacher presents new information clearly and in manageable chunks.



Apply – pupils apply their learning by demonstrating their skills gained.

Assessment

Teachers use formal as well as regular on-going teacher assessment to adapt their planning where appropriate to meet the needs of all pupils. Teaching staff utilise strategies of verbal feedback to support pupils with their learning. Whole class feedback grids are utilised to capture areas of work to praise and share, misconceptions and teaching points, presentation and adaptations used to support pupils.

Reading

Pupils have regular opportunity to engage with texts which are academic and support their knowledge acquisition. Teachers ensure texts are age appropriate and teachers explicitly clarify any new vocabulary to support pupils learning.

Impact

At St James, all children are given equal opportunities to achieve in PSHE through a well-constructed curriculum. Good progress is made in line with the national curriculum objectives and children build resilience year on year, leaving Bishop Bridgeman having undertaken an enriching and enlightening curriculum and are well prepared to continue their education. They understand the importance of taking care of their spiritual, moral, cultural, mental and physical development.

Reviewed: January 2024

Next Review Date: January 2025