

## PSHE/RSE Curriculum

As a Catholic school, our aim is that every child achieves their full potential as an individual made in the image and likeness of God. Our approach to PSHE is grounded in the belief that all pupils benefit from an education that keeps them safe, healthy and prepared for the realities of modern life. We aim to empower pupils to lead lives of contribution and achievement. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. It gives them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	We intend a PSHE education that covers mental health and wellbeing, physical health and learning about safe, healthy relationships, including understanding consent and negotiating life online. We achieve this by following the Ten:Ten Programme 'Life to the Full Plus' which is rooted in the Catholic faith.	<b>Pedagogical Approaches</b>	The pedagogical approaches to the teaching of PSHE are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> <li>• Deliberate and intentional retrieval of previous knowledge to build on previous learning</li> <li>• Regular checkpoints and formative assessments to tailor lessons to the needs of pupils</li> <li>• Positive relationships that create the conditions conducive to effective learning</li> <li>• High levels of subject knowledge</li> </ul>	<b>Approach to Assessment</b>	Assessment starts with carrying out an initial assessment activity for each new topic. This gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs, and informs teachers' planning. An end assessment then demonstrates the progress pupils have made since the baseline activity. Assessment is also done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills in order to inform future teaching.
End Points	Substantive knowledge represents the content that is taught in each year group. In the curriculum, endpoints for each unit are identified – the content we want the children to know and remember	<b>Teachers' Expert Knowledge</b>	Teachers are given regular opportunities to access CPD. The subject leader provides regular updates to staff. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	<b>Performance Data</b>	There is no published data for PSHE at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end-of-year report.
Sequencing	It is taught with a spiral approach to learning in which pupils will revisit the same topics at an age-appropriate stage throughout their school life.	<b>Promoting Discussion and Understanding</b>	In all lessons, discussion is integral in order to deepen thinking and promote understanding. Pupils are given regular opportunities to explore and discuss questions at an age-appropriate level. Teachers use their strong knowledge of the progression in the curriculum in order to ask questions which lead children to develop the understanding we intend to promote.	<b>Pupils' Work</b>	Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class. Children should be able to refer back through their work, to support themselves with new learning and retrieve key elements of previous learning. Evidence will be recorded in a variety of forms.
Alignment with EYFS	PSED is a prime area of the statutory framework for EYFS. This area of learning is fundamental to the development of the whole child. Strong relationships with adults and each other are prioritised upon starting EYFS at Sacred Heart and, through explicit teaching, modelling and supported interactions, children learn to cooperate, self-regulate and resolve conflicts. As well as these day-to-day interactions, EYFS use resources and teaching materials from 'Life to the Full Plus'. Children are given opportunities and experiences to enable them to meet the expected level of development.	<b>Knowing More and Remembering More</b>	Children are encouraged to reflect on previous learning and use that to explain their current understanding. Teachers are clear about the progress and achievements of the pupils they teach, and how their learning might be improved. Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory	<b>Talking to Pupils</b>	The subject leader will dedicate time regularly to the scrutiny of books, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform an evaluation of the quality of teaching and learning.

Local Context	We acknowledge that there is no 'one-size-fits-all solution', but we aim to tailor our PSHE programme to reflect the local context and needs within the school community. The content of PSHE assemblies may take a reactive approach, responding to incidents have occurred both in and out of school. Our curriculum is rooted in the teachings of the Catholic church.	Teacher Assessment	Teachers assess formatively in each lesson. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning through the use of checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have most impact.		
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