

PSHE subject rationale for Holmes Chapel Primary School

Intent

At Holmes Chapel Primary we teach PHSE as a subject through which pupils develop the knowledge, skills and understanding they need to manage their lives, now and in the future. It is an integral part of all we do in school and whilst an explicit subject in its own right, it is also woven into all areas of the curriculum and school life. We believe that these skills and attributes will equip children to stay healthy, safe and prepare for their future lives in the modern world. They will help our children to achieve their potential and leave school equipped with skills that will support them throughout their lives.

The DfE states that Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE it is considered unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, whilst the belief is that it is best for schools to tailor their local PSHE programme to reflect the needs of their pupils, it is expected that schools should use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Curriculum Design (key Concepts).

Our PSHE curriculum closely follows guidance from the PSHE Association using the PSHE Association Primary Programme Builder – a question based model which meets the requirements of the 2014 NC as well as incorporating new requirements from Sept 2020. It is organised into 3 core themes; Health and Wellbeing, Relationships and Living in the Wider World. We have adapted this model to suit the needs of our school and to ensure we cover all aspects of our RSE curriculum.

- **Enquiry and interpretation**: Our curriculum is structured around an overarching question for each unit of work. The emphasis throughout is to encourage enquiry, discussion and interpretation, enabling children to consider and form their own opinions.

- **Metacognition and self-regulation**: Children to develop strategies to help them to apply and secure knowledge of different concepts. In PSHE there is particular emphasis on reflection and revisiting of concepts.
- **Inclusive**: Learning is accessible to all children, including those with additional needs.

EYFS

During the Early Years Foundation Stage, children develop an understanding of the world around them and their role in it. PSHE underpins much of the EYFS curriculum but links specifically to the areas; Communication and language development, Personal Social and Emotional Development and Understanding the World. The children have opportunities to learn through explicit PSHE discussion, often as part of a class or smaller group circle time or structured play activities as part of continuous provision. Key PSHE concepts are explored through stories, poems and plays as well as through visitors from the community. Coverage of these areas of the EYFS framework, build a firm foundation for PSHE in KS1 and 2.

Key Stage 1

The PSHE curriculum in KS1 is organised around through three key strands; Health and Wellbeing, Relationships and Living in the Wider World. Within each strand, each unit of work hinges on an overarching question. In KS1 this begins with 'What?' and 'Who?' questions. For example as part of 'Relationships' in Y1, 'What is the same and different about us?' Teaching then builds throughout KS1, with developmentally appropriate learning objectives which respond to each key question. Ideas and concepts may be recorded through display and a class book.

The RSE curriculum is covered mainly as part of the 'Relationships' strand of the PSHE curriculum but elements have also been woven into the other strands. These meet the requirements of the DfE guidance. Please see RSE rationale for HCPS.

Key Stage 2

The PSHE curriculum in KS2 is organised in the same way as in KS1, through the three key strands; Health and Wellbeing, Relationships and Living in the Wider World. Within each strand, each unit of work hinges on an overarching question. In KS2 this is developed with 'Why?' and 'How?' questions. For example as part of 'Relationships' in Y3, 'How can we be a good friend?' Teaching builds according to the age and needs of the children throughout KS2, with developmentally appropriate learning objectives which respond to each key question. Ideas and concepts may be recorded through display and a class book.

The RSE curriculum is covered mainly as part of the 'Relationships' strand of the PSHE curriculum but elements have also been woven into the other strands. These meet the requirements of the DfE guidance. Please see RSE rationale for HCPS.

Assessment

Assessment is central to effective teaching and learning in PSHE education and is assessed for several reasons but particularly for:

- children to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- assessment increases children's motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. The children themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential. At Holmes Chapel Primary School, we ensure the children have time and space within the lessons to reflect on this, either recorded in the class book or through discussion. Assessing is therefore a combination of teacher assessment and pupil self and peer assessment.

SEND

All of our children have access to high quality teaching in PSHE and the approaches of cognitive and metacognitive strategies, explicit instruction, using technology and scaffolding are interwoven into our teaching along with adapting materials, equipment and resources.