



Malvern Wells CE Primary School Curriculum Statement

Personal, Social, Health and Economic Education



“Loving, Learning, Serving.”

“For we are God’s handiwork, created in Christ Jesus to do good works.’ Ephesians 2v10

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the PSHE Leader has appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequences will be:</p> <ul style="list-style-type: none"> • In line with the Malvern Wells PSHE Planning format based on the JIGSAW scheme of work. • Planned with care • Pitched to the needs of the learners in the current class and reflect their interests • Based on going assessment and driven by National Curriculum objectives. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of diverse beliefs, values and attitudes that individuals and societies hold. They will develop themselves, their understanding of the world, and their ability to communicate their feelings. • An understanding and experiences of British Values that are necessary if they are to make sense of their experiences, value themselves, respect other, appreciate differences and feel confident and informed as a British citizen. • A secure understanding of the key techniques and methods for each key area of the curriculum: PSHE; British Values; Spiritual, Moral, Social and Cultural Development; Relationships and Sex Education. • A progression of understanding, with appropriate vocabulary which supports and extends understanding of PSHE, BV, SMSC, RSE. • Confidence in discussing PSHE, BV, SMSC, RSE, their own work and identifying their own strengths and areas for development
<p>The PSHE leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery for all year groups Reception – Y6. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the PSHE curriculum. • Be welcoming and a safe place to share our thoughts. 	<p>Displays around school and Jigsaw journals will show:</p> <ul style="list-style-type: none"> • The value of the children’s PSHE work/lessons and show children they have an active role in assessing their understanding. • Evidence of PSHE learning

<ul style="list-style-type: none"> • Will become the PSHE expert within the school with knowledge of the National curriculum. • Ensure an appropriate progression of PSHE coverage is mapped to ensure broad exposure for all learners. • Ensure the resources available are high quality and pitched appropriately to the learners using them. • Coach all teachers in becoming the best teachers they can be. • Keep up to date with current PSHE research and subject development through an appropriate subject body or professional group. • To ensure appropriate subject knowledge, skills and understanding which fulfils the duties of the National Curriculum whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life. • To build a PSHE curriculum that incorporates the understanding of Relationships and Sex Education so that children know more, remember more and understand more. As a result children will know how to be safe and to understand and develop healthy relationships both now and in their future lives 	<ul style="list-style-type: none"> • Follow the Jigsaw charter. 	<ul style="list-style-type: none"> • Reflection of learning • Showcase mindfulness
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Follow a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with and hooked into learning with a purpose. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Safe and happy in PSHE lessons which give them opportunities to explore their own mindful development 	<p>The PSHE Lead will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through praise and reflection/pause time. • Celebrate the success through weekly celebration in class. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels.

<ul style="list-style-type: none">• Provide opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities• Provide opportunities to create personal understanding• Support children to develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life	<ul style="list-style-type: none">• Encouraged and nurtured to overcome any barriers to their learning or self-confidence• Developing PSHE skills and confidence over time because of a carefully planned and focused delivery with time to practice learnt skills.• Taught mindfulness strategies allowing them to develop their emotional awareness, concentration and focus	<ul style="list-style-type: none">• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of PSHE teaching is wide reaching and positive throughout the curriculum.
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