

## Subject and Year Team Curriculum Statements

<b>Subject/Year Team: PSHE</b>
<b>Intent</b>
<p><b>What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave this school/this year group?</b></p> <p>We want children to be confident in themselves and develop resilience when faced with challenges. We want their self-esteem to grow and know how to recognise and manage their emotions. Through the subject they will develop empathy awareness and be able have social and moral resilience and be able to make the right healthy choice for themselves. We want them to have fulfilling, meaningful lives both now and in the future. We want them to be an active positive member of their community and society. Ultimately, we want them to be effective citizens of their country.</p>
<p><b>How does the curriculum plan set out the sequence and structure of how we will implement it? This is to be presented as a curriculum map.</b></p> <p>Each year builds on the previous learning and covers the national curriculum objectives over KS2 using the Jigsaw scheme.</p>
<p><b>How does the curriculum reflect British Values, PSHE and SMSC?</b></p> <p>PSHE lessons develop children’s SMSC awareness and development through discussions and activities. Particular lessons focus on British Values of rule of law and democracy. The wellbeing of pupils is paramount and Autumn lessons are themed under the wellbeing umbrella.</p>
<p><b>How does the curriculum cater for the different groups in our school – SEN, EAL, Gender, High Attainers, Disadvantaged etc? How do we make sure these groups of pupils have access to the curriculum?</b></p> <p>The clear planning that covers the three core themes of wellbeing, living in the wider world and relationships has adapted activities for learning. These ensure that all abilities are able to access the curriculum at the appropriate level. All children at BVS have PSHE lessons.</p>
<p><b>To what extent have we made the objectives clear and how will everyone know them?</b></p> <p>The curriculum map is accessible to all. Lessons are planned based on the objectives identified in the curriculum map. The curriculum team ensures that the lessons meet objectives through meetings to review planning and assessment sessions to monitor learning and progress.</p>
<b>Implementation – how do we deliver our curriculum</b>
<p><b>How does the current curriculum match our intention (the points identified above)?</b></p> <p>The curriculum has lessons devoted to developing the skills we want the children to achieve whilst at BVS. The objectives are age appropriate and have clear progression through the year groups. We use</p>
<p><b>How do the subjects/topics we are teaching link together? What cross curricular links are there (in particular the development of reading, writing and maths)?</b></p> <p>Discussions and presentations within PSHE help develop the speaking and listening skills of children. The children see links within English and PSHE. Health lifestyles and choices complement the PE curriculum.</p>
<p><b>How are we encouraging progression as pupils move through the school?</b></p> <p>Objectives are planned so there is a natural age-appropriate progression through the school. Children’s previous learning is built upon and developed in PSHE as they progress through the year groups.</p>
<p><b>How do we adapt our curriculum for the different ability groups? How are the pupils grouped?</b></p> <p>Learning tasks are ability grouped to ensure appropriate level of accessibility and challenge. Planning ensures that these groups are accommodated. There is always extension and challenge for all students.</p>
<p><b>Are subjects staffed appropriately? Are staff trained? Do the subjects have adequate time and other resources?</b></p> <p>All lessons are taught by a qualified teacher and uses resources from Jigsaw.</p>
<b>Impact – what difference is our curriculum making to pupils?</b>
<p><b>How well are children learning the content outlined in the curriculum? How do we know – (what data do we use)?</b></p> <p>Objectives have been created using the national curriculum to ensure coverage is complete. Insight is used to assess the children’s attainment within the subject.</p>
<p><b>How well are pupils prepared for the next stage of education? Where do they go to? How do we know?</b></p> <p>Children have a good grounding and knowledge of strategies to help them face the next stage of their development through the lessons taught. They are age appropriately aware of influences and issues that may affect their everyday life including issues of social media, drugs and relationships. Children talk maturely and candidly about their experiences and their growing understanding in these areas to remain safe and make the right choices. Year groups and the curriculum team work together to ensure continuity and progression.</p>
<p><b>How do we know our curriculum is having an effect across all pupils, including the different identified groups?</b></p>

The skills and strategies taught are demonstrated by students when faced with difficulty. Students are able to verbalise how they came to a decision. Students make healthy lifestyle choices and show independence and resilience when working and learning.

**How well are the key subject knowledge and skills consolidated before moving onto the next topic? How do we know?**

Teachers assess understanding and make professional decisions that objectives have been embedded, or if they need further consolidation. Tasks are completed to a level of year group expectation.

**How well developed are pupils' learning habits and learning skills? How do we know?**

The skills and strategies taught are demonstrated by students when faced with difficulty. Students are able to verbalise how they came to a decision. Students make healthy lifestyle choices and show independence and resilience when working and learning.

**How do we use the evidence of pupils' learning to feed into our planning and adaptation of the curriculum?**

Planning is continually adapted to meet the changing issues – moral, social and others that children face in the 21<sup>st</sup> century. Teachers adapt and refine planning through discussions with students and their colleagues. Lessons are evaluated and then amended using this information.