



## Subject Story: Personal Social Health Citizenship Education (PSHCE)



### Intent - What are we trying to achieve?

At Saint Michael's we value PSHCE because it encourages pupils to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHCE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

### Implementation – How is the curriculum being delivered?

PSHCE is taught in a discrete lesson once a week. Our PSHCE curriculum is based on the three themes of Health and Wellbeing; Relationships and Living in the Wider World. We use a range of resources to support teaching and learning including: PSHE Association; 'Go-Givers' and the 'Life to the Full' Ten Ten resources. We have created a set of bespoke objectives to be taught in each year group around these themes.

A Curriculum Map is shared on the school's website so that parents are able to support their child's learning at home. We teach Relationships Education following a specific curriculum designed by Ten Ten, a scheme of work written from a Catholic Perspective. This particular curriculum is shared with parents beforehand so they are able to support their child's learning at home and discuss the curriculum in advance.

Every lesson is tailored to and reflects the needs of the pupils. It reflects the universal needs shared by all pupils as well as the specific needs of the pupils in the classroom. A respectful and open atmosphere is established. Every classroom provides a safe and open environment where every child feels they are able to contribute with their own ideas whilst being open to and respecting others.

Lessons provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and stage appropriate contexts. A PSHCE Progression Map has been created to outline the curriculum objectives that will be taught in each year group as well as the key vocabulary to be learnt and the opportunities to develop cultural capital.

Teachers will create a Planning Overview for their pupils and differentiated appropriately so that all pupils are challenged to meet or exceed age-related expectations. Pupils will be given feedback for each piece of work so that they can make rapid and sustained progress over their school life. Teachers assess pupils against the PSHCE curriculum objectives throughout the year.

### Impact - What difference is the curriculum making?

Every child is equipped with the knowledge, understanding and skill, appropriate to their age and maturity, in order to live healthy, safe, fulfilled responsible lives. The curriculum develops the strategies, language and skills pupils need to manage the situations in which they may encounter.

By the end of Key Stage 2, pupils are equipped to live healthy, safe, productive, capable, responsible and balanced lives. Our curriculum encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. Our curriculum provides opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

## PSHCE



- I have a growth mindset
- I have healthy relationships offline and online
- I know how to keep my mind and body healthy
- I am an active, global citizen



PSHCE will promote the pupil's spiritual, moral, social and cultural development by enabling children to reflect on and clarify their own values and attitudes whilst exploring the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHCE will promote British Values by being given opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities. Children will explore these key themes in Parliament Week.

PSHCE will help pupils develop a Growth Mindset by developing a mature attitude to learning. It will build their confidence, self-esteem and support the self-regulation of emotion, for example supporting students to become emotionally resilient and reflective.

## If you visited a PSHCE lesson at St Michael's you would see:

- An open and safe environment that allows the children to reflect on their own values and beliefs.
- Pupils equipped with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
- Lessons that are tailored towards the current needs of the class.
- A range of tasks that enable all types of learners to access the curriculum.
- Discussion and circle time to allow children to share their thoughts and feelings about the topic.
- Children able to share their worries in a variety of ways.
- Pupils using appropriate vocabulary
- Opportunities to observe real life application of the knowledge learnt in class, for example receiving first-aid training.

## Pupil Voice

Year 1: 'We learn about how to keep ourselves safe and what to do in an emergency situation.'

Year 2: 'PSHCE helps us in our everyday life! I love learning about how to be kind to others.'

Year 3: 'I like to learn about other people, especially those who are inspirational.'

Year 4: 'PSHCE helps me in life! I know first aid, about bullying and how to say no.'

Year 5: 'I enjoy PSHCE because we learn important things such as what will happen to us as we grow.'

Year 6: 'PSHCE helps us to understand how to control our emotions.'

## An example of progression in our curriculum

| Growth Mindset                                                                                                                                                                                                                                                                                 |                                                                                                                                                                  |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                      |
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| EYFS                                                                                                                                                                                                                                                                                           | Year 1                                                                                                                                                           | Year 2                                                                                                                                                                                                                                        | Year 3                                                                                                                                                                                                                                                                                                                                                                         | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 5                                                                                                                                                                                                                                                                                                                                                             | Year 6                                                                                                                                                                                                                                                                                                                                                               |
| <p>PSSED/Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> | <p>To say what a growth mindset and a fixed mindset is. To know how it feels to fail and how it feels when I improve my learning. To set myself a challenge.</p> | <p>To know what I can do to have a Growth Mindset, not a Fixed Mindset. To know that making mistakes helps me to learn. To know that girls and boys can have any job they want to work for. To know what making a good effort looks like.</p> | <p>To know how someone feels when they fail, and I can identify ways of encouraging someone to try. To know what happens in your brain when you are learning, and what happens inside the brain in a fixed and growth mindset. To understand that making mistakes is part of the learning process. To identify barriers to learning and to develop ways to overcome these.</p> | <p>To know that failure is an important part of the learning process. To know the strategies for persevering and learning when I make a mistake. To know the words that can restrict us as learners but can help us to learn. To know what makes an effective learner. To know what happens in the brain when we learn something new. To discuss whether we can learn to do certain things or whether we are born to do them.</p> | <p>To reflect on different mindsets and identify my own strengths. To explore different stereotypes and how to use your growth mindset to overcome these. To identify the growth mindset characteristics of an effective teacher. To identify parts of the brain, understanding the impact learning has on each part. To debate what it means to be a failure.</p> | <p>To know the impact of words and phrases on our mindset. To identify what is important for me as an individual learner. To know how to identify and overcome my barriers to learning. To create a definition of learning; creating a way of explaining learning to younger children. To consider my opinion of the importance of the brain as a learning tool.</p> |



## **Our Diverse Curriculum**

As a school, we are passionate that our children receive a broad, balanced, inclusive and diverse curriculum. Within this subject, we will ensure:

- PSHCE lessons will include a diverse range of genders, ethnicities, social classes, religions and localities, in order to gain an insight into the world we live in.
- As appropriate, PSHCE will provide regular opportunities to appreciate different world views and teach our children to be tolerant citizens, who are active in serving the common good.

## **Our Ambitious Curriculum**

Our curriculum is designed to give all our children the knowledge and cultural capital they need to succeed in life.

**Pupils with Special Needs:** In PSHCE, children are supported to achieve through carefully chosen, differentiated tasks that may be adapted to meet their individual needs. Adult support is available in lessons, which designed to include children with special needs so that they can achieve alongside their peers. Suitable learning challenges are set, multi-sensory teaching approaches are used alongside group work with peers. Teaching Assistants will also provide pre-teaching of vocabulary for Relationships and Health Education to ensure children can access the curriculum.

Adult support is available in lessons, which designed to include children with special needs so that they can achieve alongside their peers. Other strategies to support pupils access the curriculum include:

- Key vocabulary on slides, books and shared with pupils prior to the lesson
- Pictures included in KS2 to support their understanding of key vocabulary
- Pre-teaching of vocabulary
- Staff training to prepare Support Assistants for the upcoming topic
- Word banks and knowledge organisers provided during lessons
- Differentiated learning and templates to support this
- Multi-media videos to support learning
- Drama
- Mixed ability pairs/triads/groups
- Child-friendly websites
- Picture cards and
- 'Paws' for thought opportunities to share just with the teacher
- Reminders given about the worry box
- Examples for real life links given in class

**Disadvantaged Pupils:** All children at St Michael's have access to the excellent resources and facilities we provide. They all benefit from excellent teaching and learning. All educational visits and workshops at school are fully funded for disadvantaged pupils so every child has access to the same high-quality learning experiences.

**More Able Pupils:** We identify pupils that show exceptional attributes in our curriculum. In PSHCE we ensure children apply their core knowledge of strategies, language and skills learnt within the classroom to the wider world and use each skill within daily life. We encourage our more able pupils to act as positive citizens.



## Outstanding Examples of Learning



Year 6 learning essential First Aid knowledge with the 'Project Save a Life' programme.



Odd Socks Day! A PSHCE enrichment opportunity that allowed children to think about the importance of being unique and our differences.



Year 5 visiting the local community centre, putting real-life context to their community topic: 'Benefits to living in a Society'.



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