



Personal, Social, Health and Economics

Intent:

At Ravensthorpe Primary School, our Personal, Social, Health and Economic (PSHE) curriculum is designed to teach children how to become responsible, respectful, aspirational members of British society through the framework of three vertical concepts. Beginning with the National Curriculum and the Cambridgeshire PSHE scheme along with EYFS coverage of PSED and UTW through the united learning scheme, we have designed our curriculum as a progressive model around these vertical concepts which provide a concrete lens through which to study and contextualise PSHE, as well as small steps to help pupils gain a deep understanding of the subject.

Our PSHE curriculum is bespoke to our pupils as it has been developed and created around the context of our locality. Our curriculum intent sets out our school's vision to develop the whole child and their individual talents and it teaches children essential skills for life such as cooperation, teamwork, resilience as well as respect for others and the environment. Our curriculum also teaches children about equality, diversity and what healthy relationships look like. By teaching the children the importance of British Values, we are also preparing them to become independent and responsible members of our school, the local community and wider society.

Our curriculum follows and is tracked through the three vertical concepts of:

- **Myself and My Relationships**
Focuses on my emotions, friends and family, anti-bullying and self-care
- **Healthy and Safer Lifestyles/RSE**
Focuses on physical and mental wellbeing, safety (Including online), strengths and interests and personal hygiene and drug education.
Also focuses upon healthy relationships, Sex Education (Y6), consent, harassment, FGM, diversity, body parts and the different relationships we experience in life.
- **Citizenship**
Focuses on our roles in the wider community, teamwork, our rights and responsibilities as well as diversity.

At Ravensthorpe we are also advocates for ensuring all children are kept safe online. This is done through the keeping safer internet safety programme and is taught regularly in order to provide consistent and efficient safeguarding against online risks.

We aim for our curriculum to provide our children with experiences that extend beyond the National Curriculum and celebrate the richness of the local community as well as the wider world and provide all children with opportunities to learn first-hand from experts and develop their imaginations which raise aspirations and create new possibilities.

Implementation:

Early Years is the first opportunity to develop our children's personal development which is tracked through the Early Years Foundation Stage Statutory Framework strands of self-regulation, managing self, and building relationships with others. Our children are provided with many opportunities to develop themselves and their characters as PSHE is an underlying theme in all areas of their everyday curriculum, however is more explicit in the PSED and UTW strands of the EYFS curriculum. By the end of the foundation stage our children will be able to show sensitivity to their own and other's needs, manage their own basic hygiene and personal needs, show an understanding of their own feelings and those of others and they will have begun to regulate their own behaviour accordingly in preparation for KS1.

In Key Stage 1 and Key Stage 2, our children follow a progressive curriculum which builds on prior substantive and disciplinary knowledge each year to ensure they have a firm understanding of the content that has been covered through our PSHE curriculum in preparation for Key Stage 3. The units covered in each year group are also recapped every two years and then built upon in line with the progression needed in each of our strands.

When teachers plan each unit of PSHE, they begin with the end point in mind and have clarity about what exactly they want the children to learn in each unit of work that is completed. Outcomes are clear and detailed, and each lesson has a concise learning intention. We are determined that children develop the progressive skills throughout their time at Ravensthorpe which contributes to the development of their character and helps prepare them for adult life.



The curriculum is well designed and developed to be ambitious for all learners ensuring children are exposed to a wide range of skills and knowledge. Up to date research on cognitive load and on how children learn most effectively, determined our approach on how our PSHE curriculum is implemented in school. We take an approach of spacing out new knowledge combined with interleaving and retrieval practice to ensure learning sticks. Each unit has built in practice, retrieval and reinforcement of the key vertical concepts to ensure knowledge sticks in the long-term memory.

Due to the ever changing community in which Ravensthorpe is located we are always looking to adapt and address key issues within our community. This involves having conversations around incidents that occur that effect our community including discussions around vaping, drug use and different forms of crime. We are proactively looking to address what we know about our community and we do this through the use of external agency support including Life Bus Education and the NSPCC workshops held in addition to the PSHE curriculum.

Impact:

Our PSHE curriculum is high quality, well sequenced and planned to demonstrate progression. Children will have the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. They have knowledge of, and respect for, different people's faiths, feelings and values. They have a sense of enjoyment and fascination in learning about themselves, others and the world around them.

Children use their imaginations and creativity in their learning and have a willingness to reflect on their own experiences. They participate in and respond positively to artistic, musical, sporting and cultural opportunities. They are also able to recognise the difference between right and wrong and are able to apply this understanding in their own lives. They have respect for the law of England and can reflect on the consequences of their behaviour and actions.

Children at Ravensthorpe are confident working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. They value what we have in common, as well as what makes us different. They have a genuine willingness to participate in a variety of community events through volunteering, cooperating well with others and being able to resolve conflicts effectively. They have a good understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. All children are provided with the opportunity to be leaders within their classroom, influencing change. Children have an understanding and appreciation of the range of different cultures in the school and further afield (local, national and global communities) which is an essential element of their preparation for life in modern Britain.

Our school and curriculum are designed in a way to be suitably challenging; we believe that if children are keeping up with the demands of each day and lesson, that they are making good or better progress.

In addition to this, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes.
- Pupil's books and pupil discussions about their learning.
- Teachers constantly interact with children assessing their thinking, knowledge, and understanding. Feedback is actionable, precise and acted on by the children in every lesson.
- Teachers review learning during learning, spaced after the unit has been taught, and after protracted periods of time. Recall and retrieval practice demonstrates whether learning has been remembered.
- Subject leader pupil voice sessions are also held to look at children's retention of prior learning.

Our PSHE curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum especially for the most disadvantaged by organising guest speakers and visitors and by organising and celebrating key occasions that promote children's emotional, social and mental wellbeing. We also provide additional opportunities through our Education with Character Curriculum listing all of the key experiences our children will have participated within before they leave Ravensthorpe Primary School.