

Wensum Juniors

PSHE



Intent

At Wensum Junior School we believe that our curriculum should raise aspirations, develop independence and offer all children real-life experiences. These are central in the development and delivery of the curriculum across all subject areas.

Drawing on the diversity and range of cultures present in our local area, our PSHE Curriculum provides our children with the skills which will enable them to become emotionally literate, effective communicators who are resilient to change and prepared for life in a multicultural society. Children will understand some of the key things which will affect their emotional, mental and/or physical health and will be taught about the process of decision making where their health is concerned.

At Wensum we understand the need to raise the aspirations of our children, so teaching in PSHE will support this by providing opportunities for meeting with members of the local community who work in a range of professions and will also develop the children's sense of self-worth by facilitating opportunities to positively influence school life and the wider community.

Our children will recognise that different people see the world in different ways, and will be progressively more understanding of viewpoints other than their own. We will actively promote equal opportunities for all, based and will support every child in expressing themselves with confidence, regardless of their starting ability.

Our curriculum documents are designed to ensure that the knowledge, skills and vocabulary are mapped out and children's understanding and learning is built on each year. The aim is for our children to leave KS2 ready to take on the challenge of a subject-based timetable at secondary level and with a passion for learning and knowledge.

Implementation

We teach the National Curriculum and ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Our PSHE curriculum (which uses Coram SCARF LTP) is holistic. We have carefully considered the relevance of our curriculum to our context. The delivered curriculum reflects the needs of our pupils and is tailored to meet specific needs where necessary; such as in raising the ambition and confidence of pupils from disadvantaged backgrounds or with few academic role-models at home.

Each year group has a long term plan which allows meaningful links to be made across subjects during a half term. This provides children with the opportunity to apply their knowledge in different contexts which will help them to remember more. Our PSHE curriculum plays a vital part of primary education and needs to be taught at least weekly; although there will also be opportunities to make cross-curricular links and these opportunities should not be missed. RSE (Relationships and Sex Education) is also an important part of the subject and will be interwoven across each year group's curriculum, with explicit focus in the units 'Me and my Relationships', 'Rights and Responsibilities' and 'Growing and Changing' There may also be occasions where staff feel it necessary to teach specific themes as a result of an issue which has arisen in their own class; doing so can be both timely and effective.

Successful timetabling is key to the success of the curriculum delivery. We have divided each week into discrete lessons. Coverage and progression as set out in the Curriculum documents. The curriculum is split into the six core themes of: Me and my Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being my Best and Growing and Changing. The children will meet these themes throughout the course of the year and the themes are built upon as the children move through school; each year group receives teaching which is appropriate for their age and understanding.

The daily timetable in all classes from Y3 to Y6 informs children of what subjects will be studied when.

Sessions begin with retrieval opportunities. These are to allow children to recall previous knowledge, to help them learn more and remember this. For discussion or practical based sessions.

AfL and the regular revision of activities and resources is an integral part of our teaching offer. Remember More sessions are conducted regularly. Where children show that key concepts have not yet been embedded, further activities will be taught.

The PSHE curriculum is progressive in both knowledge and skills, so it is essential that children have the opportunity to revisit their learning throughout the year so that they become fluent and can make connections in other areas of their learning. This can be achieved through quizzes, cross-curricular writing and other tasks designed to test knowledge and understanding of taught content.

In PSHE, teachers will use the summative testing materials (provided by Coram SCARF) at the end of each unit, in conjunction with 'sticky quizzes' to check that the learning can be effectively recalled.

Even where all sessions have been deemed successful, subject leaders will still review plans in the light of the next cohort, taking into account any specific needs or challenges presented by that particular year group.

Monitoring by the Subject Lead and SLT will focus on the children and their learning journey. This will provide support where necessary, assessing the appropriate level of challenge and adapting where necessary. Teachers will identify those children who would benefit from an additional level of challenge with support from the Subject Lead.

Impact

As our curriculum is a progression model, children who are succeeding with the challenges provided in each year group can be deemed to have made progress from the previous year.

Teachers will be aware of the learning journeys that their children are on and be able to provide examples of where they have adapted or deviated from plans to meet needs. Subject specific vocabulary will be taught.

Pupil voice interviews will reveal children who are able to talk confidently about what they have learned. They will be able to talk about the specific features of different subjects and demonstrate an understanding of how what they are studying now builds upon what they have studied previously, as well as where their studies will take them next.

Children will be able to explain how they receive feedback from their teachers and how this supports their next steps learning.

By the time the children at Wensum Junior leave our school they will have developed: A secure knowledge and understanding of all-round health as a means of contributing to positive wellbeing and preparing them for later life. As a school, we are looking for our children to be ambassadors for - and in - the local community through their tolerant, respectful attitudes and resilient approaches to setbacks.

Ultimately, our children will develop a range of transferable skills which will give them a greater chance of success in the next stages of their lives.

Subject Overview (using Coram SCARF LTP)

Year/Half - termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
Y3/Y4 Cycle A	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y3/4 Cycle B	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying	Understanding emotional needs Staying safe online	Understanding media bias, including social media Caring: communities	Aspirations and goal setting Managing risk Looking after my	Coping with changes Keeping safe Body Image Sex education

		Understanding Bystander behaviour Gender stereotyping	Drugs: norms and risks (including the law)	and the environment Earning and saving money Understanding democracy	mental health	<i>(parental right to withdraw)</i> Self-esteem
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