




















# Personal, Social, Health and Economic (PSHE) Curriculum





## Glascote Academy Curriculum



Aim	Our aim is for every child to be a citizen of the world with an instilled sense of <b>Pride</b> in themselves, in their work, in their school and in their community							
Trust Vision	Inspiring all to excellence							
Trust Values	We care 	We leave no-one behind 	We celebrate individuality 	We are brave 				
Virtues	Perseverance 	Respect 	Inquisitive 	Duty 	Expressive 			
Big Ideas	G Globalisation 	L Leadership 	A Adventure 	S Significance 	C Change 	O Observe Critically 	T Traditions 	E Enterprise 



# Curriculum Intent



Upholds and promotes our vision of "Pride"

Raises aspirations and opens their eyes to a world beyond their immediate surroundings

Shapes independent and co-operative learners who learn from their mistakes

Promotes a life-long love of learning

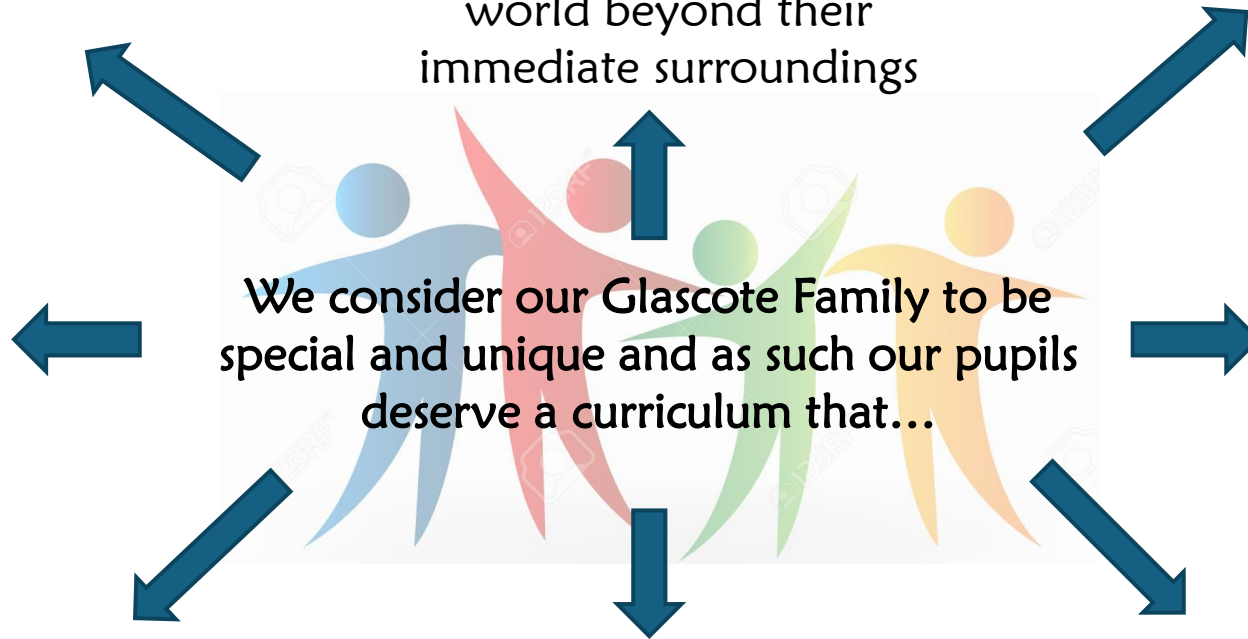
We consider our Glascote Family to be special and unique and as such our pupils deserve a curriculum that...

Promotes practical everyday life skills that prepare them for their future

Promotes creativity, curiosity, and confidence

Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge

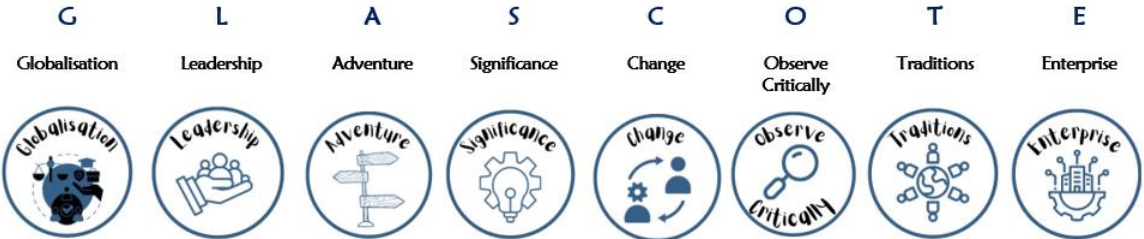
Builds character, resilience, self-motivation, and a will to succeed



**Subject Specific Sequencing and Key Concepts:** Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See PSHE long term plan with key concepts)

**Big Ideas:**

These are the overarching ‘*Glascote*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘significance’; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from different cultures, religions and history.

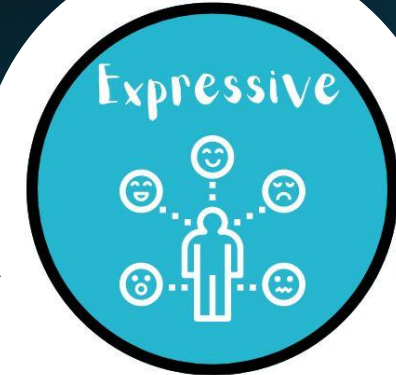


**Character Virtues:**

These are the underpinning qualities and character traits stemming from ‘*Pride*’ that we desire all of our children, and staff, to demonstrate.



# IMPLEMENTATION – Our approach



**Personal, Social, Health and Economic Education (PSHE)** at Glascote Academy, is taught by following the scheme of work from Jigsaw. We chose Jigsaw for our pupils as we believe that it supports our aim to build citizens of the world, our intrinsic values, virtues and ‘Big Ideas’.

*“Jigsaw PSHE scheme of work aims to ensure that all children are able to develop into social, emotional, moral, spiritual and resilient young people. The scheme focuses on key skills and values that they can build upon year on year take into adulthood. Through the core programmes, children learn the language, vocabulary and techniques that enable them to build their confidence and ‘emotional repertoire’. The children are at the heart of all Jigsaw Programmes. They aim to improve their capacity to learn, their resilience and emotional well-being and mental health and thereby enhance their life-chances. All Jigsaw materials are both age and stage appropriate, offering the flexibility to deliver more sensitive issues in ways appropriate to our school and our values.” (Jigsaw PSHE)*

# IMPLEMENTATION – Our approach

The sequential progression of Substantive Knowledge (PSHE) and Disciplinary Skills (Social, Emotional & Development) are set out and built upon in the termly pieces:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Staff at Glascote Academy create a positive attitude towards PSHE learning both inside and outside the classrooms and promote the expectation that all children can achieve highly through adaptive teaching. Recall, repetition, modelling and practice are key facilitators used to support all children in their learning. Key vocabulary is an integral part of each unit of work, enabling children to have a greater understanding of important key concepts, '*Golden Threads*', thus enabling them to communicate PSHE information.



## EYFS Development Matters 2020: Personal, Social and Emotional Development

PSED is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

## Key Stage National Curriculum Expectations: Personal, Social, Health and Economic Education (PSHE)

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

## Relationships and Sex Education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

When any school provides RSE they must have regard to the Secretary of State's guidance, this is a statutory duty.

# IMPACT– Our approach

At Glascote Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, low-stake quizzes and work produced which is evidenced in children's books, displays, and Curriculum Power Points.

Impact is also measured at the end of a unit of work through:

- The use of subject specific Assessment One Notes
- Internal and external picture building

