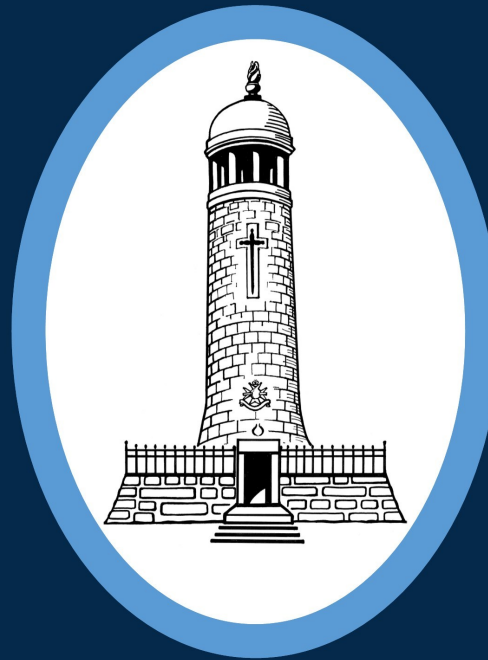


# Crich Junior School



PSHE

Our curriculum is designed using and extending the National Curriculum and conforms to the Equality Act and SEND regulations 2014, which ensures accessibility and inclusion to all children.

At Crich Junior School, our curriculum is designed to build on children's prior learning, provide meaningful and memorable learning experiences where our children are taught to be independent, confident and resilient learners.

Our curriculum has been designed to ensure that all children leave us with a wide body of knowledge, and the skills needed to be successful, lifelong learners with a real curiosity about the world around them.

The curriculum encompasses all the planned learning that is sequenced to promote learning, personal growth and development. Whilst fully including all statutory elements of the National Curriculum, our curriculum also gives our children the chance to explore a variety of additional 'enrichment' experiences, learning and opportunities to ensure all our children thrive and find their passion.

Our children are at the heart of every aspect of our curriculum. Developing the children's ability to learn more, know more and remember more is underpinned by quality first teaching of a broad body of knowledge and vocabulary. We provide engaging opportunities where children are immersed in independent problem solving techniques. We are committed to developing the whole child. Children have a strong awareness of their local community, their role within it and the value they bring to it. Children leave our school with a sense of belonging to an inclusive tightly-knit community where they have the confidence, knowledge and skills to make decisions, self-evaluate, and feel valued.

Our curriculum is based on the following key principles:

- A clear, shared vision of the knowledge and skills our children need to take advantage of future opportunities, responsibilities and experiences of later life.
- Commitment to a rich, varied, academic, practical problem-solving curriculum experience, which is inclusive for all our children.
- A curriculum that reflects the needs of the local community context.
- Planning and sequencing. Knowledge builds on previous learning.

Our Unique Intent:

- Practical Problem Solving rich curriculum
- Bushcraft, gardening, cookery, STEM technologies, local community projects etc
- Develop self worth
- Timetable designed to enable creative curriculum.

# I want to be:

**an independent  
learner**

**resilient**

**respectful and  
tolerant**

**knowledgeable  
and curious**

**happy**

**confident**

**a team player**

**creative**

**healthy and  
active**

**a problem  
solver**

**kind**



## Introduction

Our school has adopted Derbyshire's PSHE scheme '**PSHE Matters**'.

At Crich Junior School, we believe that Personal, Social and Health Education (PSHE) is vital in giving pupils the knowledge, skills and understanding they need to lead healthy, confident and independent lives and to become informed, active and responsible members of Modern British society. We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society, where they understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our intention is that when children leave Crich Junior School, they will have the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. Our curriculum helps pupils to understand how they are developing personally and socially, and addresses many of the spiritual, moral, social and cultural issues that are part of both growing up and everyday life. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being. Safeguarding is an integral key element of PSHE: pupils learn about their own identity, risks, decision-making and how to keep themselves safe.

## The national curriculum overview

A growing body of research shows us that pupils with better health and wellbeing are likely to achieve better academically, and that positive mental health and healthy relationships are essential for higher brain function that supports learning. PSHE education can support children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. PSHE education can also help pupils to develop skills like - teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers. Safeguarding is a key element of PSHE education as pupils learn about their own identity, risks, decision-making and how to keep themselves safe. PSHE Matters enables schools to fulfill their new statutory duties to deliver statutory Relationship and Health Education, and non-statutory Sex Education. PSHE education delivery provides evidence for key Ofsted judgements, particularly 'personal development'.

Taught on a four year rolling programme. Activities are differentiated depending on age and needs.  
 All topics revisited in year C and D with previous knowledge built upon.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Sex Ed/ Growing up Exploring Emotions	Being ME	Difference and Diversity	Relationships	Being Re- sponsible	Being Safe
B	Sex Ed/ Growing up Exploring Emotions	Changes	Drug Educa- tion	Being Healthy	Bullying Matters	Money Matters

## Intent

At Crich Junior School, we intend to equip all children with essential skills for life. We aim to develop the whole child through creatively planned and resourced lessons that develop the knowledge, skills, vocabulary and attributes children need to protect and enhance their wellbeing. The scheme followed is PSHE Matters with some units of work being supported through 'Clued up for Growing Up.' Through this scheme and these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society, now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as Difference and Diversity to promoting strong and positive views of self. PSHE Matters modules aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

## Implementation

Our PSHE and RSE curriculum at Crich Junior School is delivered with the support of the PSHE Matters and Clued up for Growing up schemes. The schemes are taught creatively using many approaches such as role play, discussion, books and games in groupings of various sizes. These activities enable children to build confidence and resilience. Adopting the two schemes enables us to: promote best Personal Social and Health Education (PSHE) practice, present a spiral curriculum which is easy to understand and accessible to all, monitor progress and attainment effectively, improve pupils' emotional literacy, help pupils to stay safe and healthy, impact positively on the school ethos/culture, help prepare pupils for life and work by developing 'Skills for Life' and provide an integrated framework for delivery of Relationships Sex and Health Education. PSHE matters is split into 12 learning modules which are taught over two years. These 12 learning modules are widely in line with the learning outcomes and core themes provided by the PSHE Association programme of study: relationships, health and wellbeing and living in the wider world.

1. Drug Education – including how to manage risk and peer pressure; 2. Exploring Emotions – including how to recognise and manage feelings and emotions; 3. Being Healthy – including the importance of looking after our mental health; 4. Growing Up – including Sex Education element; 5. Changes – including loss; 6. Bullying Matters – including how to ask for help; 7. Being Me – including identity and community; 8. Difference and Diversity – including challenging stereotypes; 9. Being Responsible – including looking after the environment; 10. Being Safe – particularly featuring cyber, gaming and online; 11. Relationships – including what is a healthy relationship; 12. Money Matters – including enterprise.

Clued Up for Growing Up gives access to online versions of the four pupil books that the lessons are based on. The books and accompanying downloadable lesson plans and resources contain everything needed to create a comprehensive programme of relationships and sex education for our pupils.

## Impact

PSHE matters and Clued up for Growing Up provides schools with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. PSHE Matters supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them. Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Our PSHE curriculum also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our curriculum ensures that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Assessment is an integral part of the teaching and learning process. Formative assessment is ongoing during lessons in the form of questioning, class discussions, feedback, exit reviews and mini plenaries. It is used to inform planning, to ensure understanding, to identify any gaps and to ensure progress is being made. Formative assessment grids are used to systematically assess what the children know as the topic progresses.

An assessment book is completed by the class teacher at the end of each session to identify children who met the learning objectives and to identify any children who needed support to meet the learning objective. This will be used at the end of each module to identify children who are working below, at or above age related expectations. This will then be used to inform planning and differentiation.

We use 'The Skills Assessment Wheel' as a pre and post learning tool for pupils to reflect on the skills they are working towards, allowing them to deepen their understanding of what the skills might mean to them and how they might have used and applied them.

Each module has a related progression table. These will support teachers to identify the knowledge and skills that should be secure and built upon to ensure consolidation and progression in children's learning .

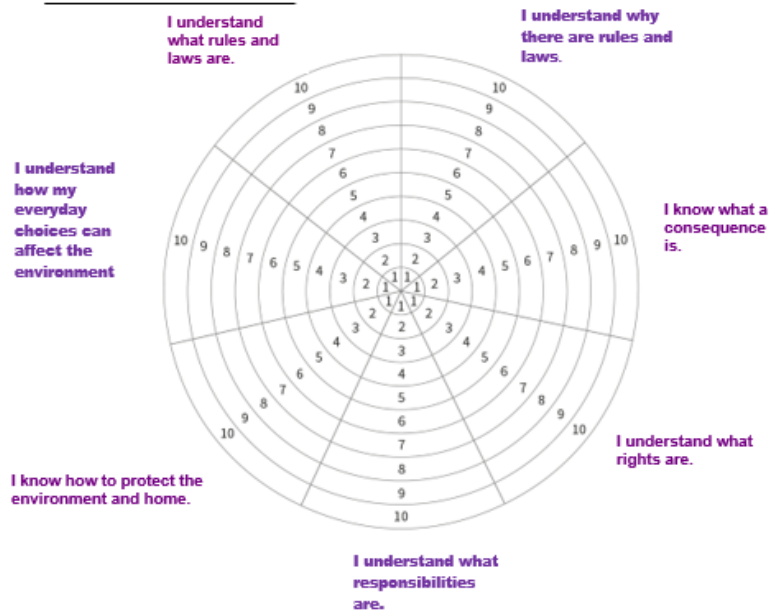
Knowledge organisers are given to children before a topic which include key vocabulary, the sequence of learning for that topic and key knowledge. This is so the children can refer to it at any point throughout the topic and sometimes they will be used for quizzes after the topic to ensure children have retained the knowledge (spaced repetition).

Here is an example of an assessment wheel that is used at the beginning and end of each module.

## Key Stage 2 SKILLS ASSESSMENT WHEEL Being Responsible

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Children and adults will be able to see the progress they have made in each topic as they will complete one of these wheels pre and post learning.

This will also enable teachers to identify any areas of misconception or any gaps in learning.

Children are also given a knowledge organizer at the beginning of each topic to provide them with an overview of key knowledge, learning and skills. This is referred to before the topic, during lessons and also revisited at later dates after the topic has been taught.