

OVERVIEW – Personal, Social and Health Education

Characteristics to be developed during our Personal, Social and Health Education which are linked to our School Values

- Enjoyment
- Forgiveness
- Honesty
- Hopes and Dreams
- Kindness
- Respect
- Thankfulness

Intent:

Our curriculum is focused on nurturing children's development as compassionate, well-rounded individuals with resilience and the capacity to learn. Through Kapow's progressive PSHE scheme, children build upon their knowledge and skills each year, becoming equipped for life and able to navigate different situations and challenges. Through each lesson, children develop their understanding of themselves, their relationships with others and their wider community. Our Personal, Social and Health curriculum develops children's emotional literacy, resilience and ability to understand and manage their emotions, make positive choices and self-regulate their behaviour.

Our Curriculum Drivers.

In the delivery of this overview, our curriculum drivers are regularly discussed with children and embedded in our teaching and learning:

POSSIBILITIES- Pupils at St. Patrick's will have the opportunity to learn about their local community and develop their knowledge and understanding of the wider world and different cultures. All children will be encouraged to develop a sense of achievement, believing that everything is within their reach if they strive to be the best that they can be. This curriculum driver links closely to our school value, Hopes and Dreams.

SPIRITUALITY-- All children will be given opportunities to value their own self-worth, empathise with others and see the positive contributions that they can make to their own community.

RESILIENCE- We feel that children at St. Patrick's need to be able to deal with the many different challenges that they will experience in the curriculum and the wider world. We want our children to be able to 'bounce back' from these challenges and move forward with positivity, determination and pride. Within this curriculum driver, we focus on independence, problem-solving and resourcefulness.

Implementation

Our pupils should be able to organise their knowledge, skills and understanding around the following learning hooks/ learning concepts:

My healthy self

Children develop an understanding of how to look after their mental and physical health. They explore emotions, wellbeing, healthy lifestyles, relaxation, resilience and making positive choices. Learning is revisited progressively, supporting children to develop practical strategies for managing their wellbeing, responding to challenges and developing healthy habits that support them throughout life.

Connecting with others

Children learn how to develop positive, respectful and supportive relationships with others. They explore families, friendships, communication, kindness, respect, boundaries, conflict and managing relationships. Through age-appropriate discussions and activities, children develop their understanding of how their behaviour affects others and learn strategies for building healthy and respectful relationships.

The online world

Children develop the knowledge and skills needed to navigate the online world safely and responsibly. They explore online communication, digital relationships, reliability of information, social media, privacy and potential risks. Learning helps children think critically about online content, make informed decisions and understand how to seek support when something feels unsafe.

Staying safe

Children develop an understanding of how to recognise and respond to risks in different situations. They learn about personal safety, appropriate boundaries, emergencies, seeking help and responding when something feels wrong or unsafe. Through progressive learning, children develop confidence and practical strategies to protect themselves and others in everyday situations.

Growing up

Children develop an age-appropriate understanding of how their bodies and emotions change as they grow. Learning progresses from recognising changes in childhood to understanding puberty, developing bodies and managing change with confidence. Children are encouraged to respect themselves and others, use appropriate language and understand that growing and developing is a normal part of life.

Citizenship

Children develop an understanding of their role within their school, local community and wider society. They explore diversity, fairness, rights, responsibilities, democracy and how people can contribute positively to their communities. Learning also encourages children to consider different perspectives, respect others and develop the knowledge and skills needed to become responsible citizens.

Economic wellbeing

Children develop an understanding of money and the choices and responsibilities associated with it. They explore saving, spending, keeping money safe, careers, financial decision-making and the influence of advertising and wider society. Progressive learning helps children develop confidence and critical thinking skills that will support responsible financial choices in the future.

Health protection

Children learn how to protect their health and the health of others. They explore hygiene, illness prevention, immunisation, healthy choices and first aid. Learning develops their understanding of how everyday actions can support physical wellbeing and prepares children with age-appropriate knowledge and practical strategies for responding to health-related situations.

Identity – year 6

In Year 6, children explore identity and the factors that contribute to how people see themselves and others. They consider individuality, body image, influences and stereotypes, developing confidence in who they are while recognising and respecting differences. Learning supports children as they prepare for transition and the changing experiences of adolescence.

Future Aspirations

Within our teaching and learning at St Patricks Primary Academy, our pupils develop an understanding of how different subjects and specific skills are linked to future jobs. Our PSHE curriculum allows them time to look to the future and equips them with the skills to develop their hopes and dreams, their understanding of themselves as a global citizen and the skills they will need to thrive in any working environment in the future. As they leave Year 6 we hope that our curriculum and their knowledge of other subjects has left them with the belief that they can do any job that they wish too.

PSHE Overview

Our PSHE overview can be found on our school website.

Impact

Assessment

Assessment is built throughout our RSE & PSHE units through discussion, reflection, questioning and lesson activities. Knowledge catchers are used at the beginning and end of each unit to help assess how pupils' knowledge and understanding have developed. Assessment in RSE & PSHE primarily focuses on each pupil's individual starting point and the progress they make over a period of learning. This is tracked across the year. Parents are informed when teachers feel it is necessary to do so or if any specific concerns arise.

Pupil Voice

Pupil voice includes KS1 and KS2 questionnaires, alongside discussion, reflection and questioning within lessons.

Pupil voice is also used to inform our Relationship and Sex Education policy. All children in the school are asked to express what Relationships mean to them under each of our school values. These are Enjoyment, Forgiveness, Honesty, Hopes and Dreams, Kindness, Respect and Thankfulness.