



# St. Mary's Catholic Primary School

## Curriculum Statement

### Our Values Curriculum

## Incorporating Fundamental British Values, SMSC and PHSE

"A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships." PSHE Association

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>Provide sufficient funding to ensure that implementation is high quality.</li> </ul>	<p><b>Our teaching sequence will be:</b></p> <p>EYFS- In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also uses the Jigsaw Scheme of Work materials to support this area.</p> <p><b>KS1 and KS2</b></p> <p>At KS1 and KS2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE association's programme of study, which comprehensively covers the statutory Health Education and Relationships Education guidance.</p> <p>Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, covering all of the above and aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.</p>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>A developed understanding of what it is to be a morally conscious citizen at an age-appropriate level</li> <li>A secure understanding of the key techniques and methods for each key area of the curriculum.</li> <li>A progression of understanding, with appropriate vocabulary which supports and extends understanding</li> <li>Confidence in discussing PSHE, their own work and identifying their own strengths and areas for development.</li> </ul> <p><b>By the time children leave our school they will:</b></p> <ul style="list-style-type: none"> <li>Be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life.</li> <li>Be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society.</li> <li>Appreciate difference and diversity.</li> <li>Recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.</li> <li>Be able to understand and manage their emotions.</li> <li>Be able to look after their mental health and well-being.</li> </ul>

	<p><b>We ensure:</b></p> <ul style="list-style-type: none"> <li>• We review most recent learning in PSHE.</li> <li>• Specify key vocabulary to be used and its meaning</li> <li>• Provide relevant and realistic information, which reinforces positive social norms.</li> <li>• Provide opportunities for the children to work interactively with the teacher acting as the facilitator.</li> <li>• Provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.</li> <li>• Individual reflection on the learning that has taken place.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to develop positive, healthy relationship with their peers both now and in the future.</li> <li>• Understand the physical aspects involved in RSE at an age-appropriate level.</li> <li>• Have respect for themselves and others.</li> <li>• Have a positive self-esteem.</li> </ul>
<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.</li> <li>• Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as citizens.</li> <li>• Ensure an appropriate progression of PSHE skills and knowledge is in place over time so that pupils are supported to be the best citizens they can be,</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate quality equipment for each area of the curriculum.</li> <li>• Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.</li> </ul>	<p><b>Displays around school and sketch books will show:</b></p> <ul style="list-style-type: none"> <li>• Pupils have had opportunities for practice and refinement of skills.</li> <li>• A varied and engaging curriculum which develops a range of Personal, social and health skills.</li> <li>• Developed and final pieces of work which showcase the skills learned.</li> <li>• Clear progression of skills in line with expectations set out in the progression grids.</li> </ul>