



## PSHE CURRICULUM AIMS

**By the time children leave St. Mary's Catholic Primary School, they will be:**

### **Successful Learners**

Through the enjoyment of learning, develop enquiring minds in order to process information, reason, question and evaluate, enabling all children to achieve the best they can now and in the future.

### **Confident Individuals**

Become increasingly independent, are able to take the initiative and organise themselves, showing a willingness to try new things and making the most of opportunities.

### **Responsible Citizens**

Are enterprising, well prepared for life and able to work co-operatively in a diverse, multi-faith/ cultural society.

They take account of and respect the needs of present and future generations in the choices they make and know that they can change things for the better.

**To achieve this the school helps pupils: -**

- Attain a high standard of achievement, satisfaction and enjoyment in all areas of the curriculum.
- Grow in self-confidence, have a sense of personal worth and be able to adapt to the changing world in which they live.
- Mix with their peers and adults, to communicate feelings and share experiences, building a better understanding and mutual respect for each other.
- Apply themselves to tasks individually and as contributing members of a team.
- Develop a set of moral values, understand the world in which they live and respect the views of others, tolerating different opinions and beliefs whether racial, religious or political.
- Develop lively, enquiring minds with the ability to communicate their findings.
- Be aware of and take an interest in the beauty and wonder of the world around them and recognise the need for conservation.



Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our Curriculum being accessible to all.

At St. Mary's Catholic Primary School, we offer a curriculum which is broad and balanced, engages and inspires children, yet builds on the knowledge, understanding and skills of all: regardless of their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. It ensures that academic success, creativity and problem solving, respect, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates diversity and utilises the skills and knowledge of the whole school and wider community while supporting the pupils' spiritual, moral, social and cultural development.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated lifelong learners in readiness for their next stage of education. To best meet the needs of all of our pupils, a knowledge-rich yet skills based curriculum is delivered.

Across the EYFS the curriculum is delivered through broad topic work and also through the interests of the children and current themes. In Nursery, planning in the moment can also have an impact on learning and the environment. Staff support children in their choices and provide them with a rich and well-resourced environment. Children across the Foundation Stage are encouraged to become independent learners. Staff challenge children through questioning, specific tasks and independent learning. In Nursery, we build on the foundations to give our children the skills they need when transitioning into Reception. In our Reception class, activities are planned with a variety of adult directed, adult support and independent work. We tailor our curriculum to meet the needs of our children. Where children are ready for a more formal approach, staff will plan for this through directed teaching. Those who still need a play based approach will be supported by all staff through scaffolding and modelling.

If needed, pupils may still work on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. However, the Year 1 National Curriculum is taught from the outset. Throughout this period and beyond, all children are developing their phonic knowledge using SoundsWrite phonics programme.

The RE curriculum is provided as part of each child's entitlement to a broad and balanced education contributing to their spiritual, moral and cultural development.

RE within our curriculum promotes:

- religious literacy
- the chance to think and ask questions
- the development of empathy skills
- a broader understanding of different values
- an awareness of diversity through looking at major religions and beliefs in the UK and beyond

The curriculum is delivered through discretely taught subjects, where possible, the subjects may overlap. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly.

At St. Mary's, we have a highly effective, carefully planned and tightly structured program for phonics teaching. This enables our children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills. Our children are also taught high frequency words that do not conform to regular phonic patterns.

Reading is a vital life skill that will support children's learning across the whole curriculum. We strive to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of high quality English lessons



and learning opportunities across all subject areas. We want children at ST. Mary's to become enthusiastic, independent and reflective readers.

Mathematics curriculum is delivered using a range of resources which are developed around the CPA approach (concrete, pictorial and abstract). In all year groups there are small group interventions to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers and instructors support some music, physical education and the teaching of MFL. All subject leaders are given training and opportunity to develop their subject knowledge, skills and understanding to ensure curriculum development provides progression and sequencing of concepts across the school. This also enables them to provide high quality support to colleagues to improve pupil outcomes. Enrichment events, whole school activities and opportunities within and outside school all enrich and develop the children's learning.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Children are encouraged to apply skills learned, particularly in English and Mathematics, across the curriculum. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our curriculum being accessible to all. Provision for the Most Able pupils is a mixture of depth and mastery with opportunities for independent working and reflection. Where appropriate, children working within the greater depth area of the curriculum are provided with an individual activity or challenge which reflects a greater depth of understanding and higher level of attainment.

After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science.

Pupils have opportunities to share their learning with each other, their parents, carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.



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 new national curriculum.

### **PSHE - End of Year Expectations - Nursery**

Health & Wellbeing	<ul style="list-style-type: none"><li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li><li>• Make healthy choices about food, drink and various activities that keep us fit.</li><li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li></ul>
Relationships	<ul style="list-style-type: none"><li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li><li>• Understand gradually how others might be feeling.</li><li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li></ul>
Living in the Wider World	<ul style="list-style-type: none"><li>• Show interest in different occupations.</li><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li><li>• Continue developing positive attitudes about the differences between people.</li></ul>



### PSHE - End of Year Expectations - Reception

Health & Wellbeing	<ul style="list-style-type: none"><li>• Know and talk about the different factors that support their overall health and wellbeing and the impact of those different things:<ul style="list-style-type: none"><li>- regular physical activity</li><li>- tooth brushing</li><li>- dressing</li><li>- sensible amounts of 'screen time'</li><li>- having a good sleep routine</li><li>- being a safe pedestrian</li><li>- healthy food</li></ul></li><li>• Manage their own needs:<ul style="list-style-type: none"><li>- personal hygiene</li></ul></li><li>• Negotiate space and obstacles safely with consideration to themselves and others.</li></ul>
Relationships	<ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and create positive friendships with peers.</li><li>• Show sensitivity to their own and others' needs and feelings.</li></ul>
Living in the Wider World	<ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways.</li></ul>





### PSHE - End of Year Expectations - Year 1

Health & Wellbeing	<ul style="list-style-type: none"><li>• describe how to keep fit and healthy and understand basic dental hygiene</li><li>• share personal successes with his/her class.</li><li>• use vocabulary to describe when they feel good and bad and discuss simple ways to manage these feelings.</li></ul>
Relationships	<ul style="list-style-type: none"><li>• can explain how others are feeling and how they show those feelings. e.g. Smiling, crying, being quiet etc.</li><li>• understands how his/her actions may make others feel.</li><li>• recognises from his/her own actions what is fair and unfair, kind and unkind and right and wrong.</li></ul>
Living in the Wider World	<ul style="list-style-type: none"><li>• makes a positive contribution to the classroom environment.</li><li>• follows the classroom and school rules.</li><li>• can share, take turns and return borrowed items.</li></ul>



**PSHE - End of Year Expectations - Year 2**

Health & Wellbeing	<ul style="list-style-type: none"><li>• understands how to keep themselves clean.</li><li>• describe simple ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.</li><li>• understands the difference between a secret and a surprise.</li><li>• understands who they can seek help from if they are worried e.g. Teachers, family, friends.</li></ul>
Relationships	<ul style="list-style-type: none"><li>• can describe people that are special to them and what makes them special e.g. Parents, carers, friends etc.</li><li>• can describe different ways others can be teased or bullied and understand that these are wrong.</li><li>• understands how to resist teasing or bullying and who to go to for help if they witness it.</li></ul>
Living in the Wider World	<ul style="list-style-type: none"><li>• understands that money comes from different places</li><li>• understands that money can be used for different purposes. e.g. Spending and saving.</li><li>• understands simple ways to keep money safe and the different ways they can spend it.</li><li>• understands that there are different forms of media. e.g. Newspaper, radio, TV.</li></ul>



**PSHE - End of Year Expectations - Year 3**

<b><u>Health &amp; Wellbeing</u></b>	<ul style="list-style-type: none"><li>• can explain what can affect his/her health positively and negatively including dental health.</li><li>• can share personal successes and describe how they achieved them.</li><li>• can use vocabulary to describe the intensity of good and bad feelings and discuss ways to manage those feelings.</li><li>• understands how and why they should keep themselves clean.</li></ul>
<b><u>Relationships</u></b>	<ul style="list-style-type: none"><li>• explain how others are feeling and describe how they can support them.</li><li>• understands how his/her actions impacts on others and how they can address problems caused.</li><li>• recognises from his/her own and others actions what is fair and unfair, kind and unkind and right and wrong</li></ul>
<b><u>Living in the Wider World</u></b>	<ul style="list-style-type: none"><li>• understands his/her responsibilities at school.</li><li>• follows the classroom and school rules and works as a role model to younger children.</li><li>• understands how money plays a role in his/her own and other's lives.</li><li>• can explain different ways to manage his/her money.</li></ul>



### PSHE - End of Year Expectations - Year 4

<u>Health &amp; Wellbeing</u>	<ul style="list-style-type: none"><li>• can describe a variety of ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.</li><li>• understands when it is necessary to share secrets with others so they do not put themselves or others at risk.</li><li>• understands when it is necessary to seek help from others and who they can ask for that help.</li></ul>
<u>Relationships</u>	<ul style="list-style-type: none"><li>• can describe how they are important to others and how they can care for others.</li><li>• understands that differences and similarities arise from a number of factors. e.g. Family, culture, religion, age, sex, etc.</li><li>• recognises a dare and understands how to not give in to pressure.</li></ul>
<u>Living in the Wider World</u>	<ul style="list-style-type: none"><li>• can describe the different cultural, ethnic and religious groups that make up the UK.</li><li>• can describe differences between different cultural, ethnic and religious groups.</li><li>• understands that our society has rules and laws which govern us.</li><li>• understands that the media may not always portray the truth.</li></ul>



**PSHE - End of Year Expectations - Year 5**

<b><u>Health &amp; Wellbeing</u></b>	<ul style="list-style-type: none"><li>• can explain how the media can have positive and negative impacts upon his/her health including dental health and understands the risks of not maintaining good levels of personal hygiene.</li><li>• can share personal successes with the class and set further goals from those achievements.</li><li>• can explain when they have experienced conflicting emotions and how they dealt with the situation.</li></ul>
<b><u>Relationships</u></b>	<ul style="list-style-type: none"><li>• can recognise a wide range of emotions in others and know when to support them or to seek help from someone else.</li><li>• understands that different people will respond to the same situation in different ways and how to deal with a variety of scenarios.</li><li>• recognises from his/her own actions what is fair and unfair, kind and unkind and right and wrong and that people's opinions may differ.</li></ul>
<b><u>Living in the Wider World</u></b>	<ul style="list-style-type: none"><li>• fulfils his/her responsibilities at school in different contexts e.g. The playground, the classroom.</li><li>• follows the classroom and school rules and works as a role model to younger children.</li><li>• has a basic understanding of money concepts. e.g. loan and debt and is starting to understand the idea of being a consumer.</li></ul>



**PSHE - End of Year Expectations - Year 6**

<b><u>Health &amp; Wellbeing</u></b>	<ul style="list-style-type: none"><li>• can predict and assess risks in different situations and explain how to manage them responsibly.</li><li>• understands when and how to help others if they feel they are at risk.</li><li>• understands the importance of resisting pressure to do something that is wrong or they feel uncomfortable with and who they can go to for help with this.</li></ul>
<b><u>Relationships</u></b>	<ul style="list-style-type: none"><li>• show respect to people around them and if necessary constructively challenge their point of view.</li><li>• can explain the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to it.</li><li>• recognises and challenges stereotypes.</li></ul>
<b><u>Living in the Wider World</u></b>	<ul style="list-style-type: none"><li>• can describe the different cultural, ethnic and religious groups that make up the world.</li><li>• explains and understands the need to respect the differing ideas of a range of people in society.</li><li>• understands that rules and laws differ in different parts of the world.</li><li>• understands reasons why the media may present information in different ways.</li></ul>