

Middlezoy and Othery Curriculum Statement Our Values Curriculum Incorporation Fundamental British Values, SMSC and PHSE

“Children at the heart. Transforming futures at the core.”

“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 |
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| What will take place before teaching in the classroom? | What will this look like in the classroom? | How will this be measured? |
| <p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> · Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. · Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. · Provide sufficient funding to ensure that implementation is high quality. | <p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> · ‘The Big Picture’ - setting the PSHE learning that is about to take place within the chronology of pupils PSHE learning to date. Starting with what the children know, understand, are able to do and able to say. · Review most recent learning in PSHE. · Specify key vocabulary to be used and its meaning · Provide relevant and realistic information, which reinforces positive social norms. · Provide opportunities for the children to work interactively with the teacher acting as the facilitator. · 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. · Individual reflection on the learning that has taken place. | <p>Pupil Voice will show:</p> <ul style="list-style-type: none"> · A developed understanding of what it is to be a morally conscious citizen at an age appropriate level · A secure understanding of the key techniques and methods for each key area of the curriculum. · A progression of understanding, with appropriate vocabulary which supports and extends understanding · Confidence in discussing PSHE, their own work and identifying their own strengths and areas for development |
| <p>The curriculum leader will:</p> <ul style="list-style-type: none"> · Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. · Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as citizens. · 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, | <p>Our classrooms will:</p> <ul style="list-style-type: none"> · Provide appropriate quality equipment for each area of the curriculum. · Have developed learning walls which include high quality WAGOLLS, including actual pieces of work and known citizens, and carefully chosen vocabulary, which are regularly updated. · Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. | <p>Displays around school and sketch books will show:</p> <ul style="list-style-type: none"> · Pupils have had opportunities for practice and refinement of skills. · A varied and engaging curriculum which develops a range of Personal, social and health skills. · Developed and final pieces of work which showcase the skills learned. · Clear progression of skills in line with expectations set out in the progression grids. |