

St Helen's Church of England Primary School



Personal Social Health and Economic Education Policy

Shine Curriculum Intent

At St Helens CE Primary, we envision a future where all children shine brightly, achieving their full potential and making positive contributions to society through our high-quality, progressive curriculum and nurturing Christian values. Through our knowledge-rich approach and commitment to equality and diversity, we inspire confident, inquisitive learners who are prepared for life's challenges with love and support.

Shine Curriculum Values



Seeking achievement for all.

At St Helens CE Primary, we aspire for all children to succeed, achieve, and flourish, embracing a high-quality, progressive curriculum. Our students will make positive contributions to the school, society, and the world, fostering curiosity and a thirst for knowledge.



Hopeful, through our Christian Values.

At St Helens CE Primary, we empower children with Christian values and biblical teachings to support their families, friends, and community, inspiring them to make a positive impact in the world they live in.



Inspire, through our knowledge-rich curriculum.

At St Helens CE Primary, we are dedicated to providing a knowledge-rich curriculum that empowers all children to become confident, inquisitive, and independent learners. Our sequenced and planned approach ensures that every child leaves our school with a vast knowledge across all subjects, setting them up for success in their academic and personal journeys.



Nurturing and preparing for life, through Jesus' love.

At St Helens CE Primary, we strive to empower every child to reach their full potential by nurturing them with our Christian values. Through our SHINE enrichment programme, we provide opportunities for personal development, equipping our students with cultural capital and essential life skills. Our vision is to create a community where every child can shine brightly and make a positive impact on the world around them.



Embracing equality and diversity.

At St Helens CE Primary, we believe in the inherent potential of every child to achieve and succeed. We foster a culture where each student is valued as a unique individual, treated with dignity, respect, and kindness. Our vision is to create a nurturing and inclusive environment that empowers students to flourish academically, socially, and emotionally, preparing them to positively impact their community and the world.

In His footsteps, we love, learn and shine together.

Expectations

PSHE at Foundation Stage is covered in the '**Personal, emotional and social development**' area of the EYFS Curriculum and is taught at St Helen's CE Primary using the 'Development Matters' guidance. A new PSHE unit is taught each half term in Key stage One and Key Stage two. There are also opportunities throughout the year to take part in experiences and meet with visitors providing bespoke learning opportunities.

Curriculum Implementation

Structure of lessons:

Retrieval:

- All children will participate in a short task focused on retrieving previously learned knowledge.
- The varied tasks aim to reinforce key knowledge and help students make progress across the curriculum.
- The knowledge being retrieved may come from past lessons, units of work or even previous school years.
- The intention is for students to permanently retain this knowledge and apply it in their learning.

Introduce new Vocabulary:

- All children will be introduced to key vocabulary at the start of each lesson.
- Teachers will provide definitions, examples and actions to help students remember the key vocabulary effectively.
- Students will be challenged to learn and correctly apply the meaning of these words throughout the lesson and in future lessons.

Teach:

- The teacher will share the core knowledge for the lesson with the children using a range of teaching strategies and quality resources.

Tasks- Collaborative

- Children are encouraged to work with a partner for collaborative learning.
- Tasks assigned are short and aim to facilitate discussion and cooperation.
- Students are expected to apply their understanding of new information taught.
- Collaborative learning helps students to deepen their understanding and build on each other's ideas.

Tasks- Independent/Group

- The children will work independently on a task or as part of a small group.
- These tasks will vary lesson by lesson and will require the children to apply what they have learned or apply their newly acquired skills.

Summarise-

- The teacher will summarise the learning that has taken place in the lesson explaining how it builds on previous learning and where their learning will take them next.

Reading in our curriculum

- Reading is a priority in all lessons for children. It is seen as the key to all learning and is essential for overall academic success.
- Children will read a variety of texts including fiction, information, poetry, online glossaries, information from websites and blogs.
- Quality texts based around the subject and unit will be planned for and indicated on long term plans. These texts may be used as a hook into the learning, referred to in the lesson or in the learning environment for inspiration and for children to access independently.

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Use of resources

- The subject lead and class teachers must ensure they have the required resources for teaching including the texts that will be used to enhance the learning.
- The subject lead will carry out an audit of the resources in school for their subject.
- Teachers should discuss with the subject lead if any additional resources are needed.

Presentation in books

- PSHE lessons will be presented in a class floor book
- Each new unit of work will have a unit cover and knowledge organiser.
- Each lesson will have a lesson label which will include:
 - Date
 - Unit title
 - Learning objective
 - Key vocabulary for the lesson
- Teachers are expected to have high expectations of presentation.



Thursday 25th June 2024- Get heartsmart

LO: We can talk about how we are all unique

Key vocabulary: unique hobbies family friends
feelings likes/ dislikes

Assessment

- Assessment should be used continuously to inform teaching strategies.
- Teachers should assess students on their knowledge after every lesson and plan for the next steps in teaching accordingly.
- Lesson retrieval tasks will be used to assess children's learning and are effective in addressing gaps in students' knowledge.
- Feedback should be used in accordance with the school's policy to indicate student progress and next steps.

Impact

By the end of EYFS our pupils will be able to:

Self-Regulation

- show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

- give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- explain the reasons for rules, know right from wrong and try to behave accordingly.
- manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- work and play cooperatively and take turns with others.
- form positive attachments to adults and friendships with peers.
- show sensitivity to their own and to others' needs.

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By the end of KS2, our pupils will be able to:

- approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- understand and manage their emotions
- look after their mental health and well-being
- develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- be respectful of themselves and others.
- Be equipped with a positive self esteem