



St Nicholas CE Primary Academy

PE Curriculum Summary Statement

Mission Statement

St Nicholas CE Primary Academy believes that all pupils, their families and the wider community should be given every opportunity to fulfil their potential through education. We recognise that everyone is unique. By respecting and encouraging the individual we aim to produce confident, independent thinkers and learners able to respond positively to an ever-changing world.

Christian values underpin all aspects of the school.

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At St Nicholas, children’s wellbeing, happiness and safety are our first priority and PSHE is a key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

At St Nicholas we have tailored the PSHE Associations’ ‘Programme of Study’ to suit our pupils, school and community; giving careful consideration to our school ethos and aims and our pupils’ needs.

“Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe, and prepare them for life and work in modern Britain. PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.”

-PSHE Association, 2016

We follow the PSHE Associations’ three core themes: Health and Wellbeing; Relationships; and Living in the Wider World. Each year group covers content related to each theme every year, ensuring that a spiral programme is in place: one that revisits themes, gradually extending thinking, expanding knowledge and developing skills. We avoid, where possible, ‘one-off’, stand-alone sessions that will not be revisited, and instead make constant links to previous learning and experiences and build upon these.

Where possible we make cross-curricula links between PSHE and other subjects; this is particularly true and relevant in English, Religious Education, Physical Education, History and Geography, with other content also linking to Maths, Science and Computing.

PSHE learning comes in many different forms: through whole-class teaching, group activities, individual tasks, assemblies, outside speakers, cross-curricula lessons, discrete lessons and pastoral care and guidance.

During PSHE sessions children are encouraged to both ask and answer questions, to deepen their knowledge and understanding. A great deal of time is spent considering scenarios and possible responses to them.

Our PSHE Curriculum is broad and balanced, ensuring that it promotes:

Spiritual, moral, social and cultural development and British Values

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Spiritual development: We explore the beliefs and experiences of ourselves and others; discuss the importance of respecting all beliefs and faiths; learn about and discuss our feelings and values and those of others.

Moral development: We learn about and discuss things that are right and wrong; learn about the law and the importance of it; begin to consider our actions and the consequence of them; consider, discuss and debate ethical issues; offer reasoned views.

Social development: We consider all of the groups and communities that we are part of; participate in our local community; learn how to resolve conflict; engage with the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

Cultural development: We become aware of cultural influences; learn about the role of Britain's parliamentary system; understand, accept, respect and celebrate diversity.

British Values: We promote the fundamental British values of Democracy, The Rule of law, Individual Liberty, Mutual Respect and the tolerance of those with different faiths and beliefs.

Our Curriculum also ensures that it:

Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.

Provides information about keeping healthy and safe, emotionally and physically.

Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Aims and Objectives:

We believe that education in PSHE enables the children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. We teach them how society is organised and governed. Children experience the process of democracy through participation in the School Council. We teach the children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

Our Objectives in Teaching PSHE are to:

Know and understand what is meant by a healthy lifestyle.

Be aware of safety issues.

Understand what makes for good relationships with others.

Have respect for other people and show sensitivity towards others.

Be thoughtful and responsible members of our democratic society.

Develop self-confidence and self- esteem.

Make informed choices regarding personal and social issues.

Endorse Anti-Bullying and how we should treat others with full respect.

The Early Years Foundation Stage

We teach PSHE in our reception classes as an integral part of our topic work. We also have regular circle times and read stories which engage the children in discussions. We will have role play and

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puppets also to promote PSHE within our teaching. Our links with parents also provide an insight to current interests and events in their lives so learning can be directly linked.

As the reception classes are part of the Early Years Foundation we relate the PSHE and aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) particularly the area of learning focused on a child's personal, emotional and social development. Our teaching in PSHE matches the aims of developing a child's personal, emotional and social development as set out in the ELGs. We also support PSHE education in reception classes, when we teach "how to develop a child's knowledge and understanding of the world and the physical aspect of health and self-care".

Key stages 1 and 2:

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Organisation / Provision:

PSHE is delivered within a whole school approach which includes:

- ◆ Dedicated curriculum time
- ◆ Teaching PSHE through and in other subjects/curriculum areas
- ◆ Circle Time
- ◆ Specialised assemblies
- ◆ PSHE activities and school events e.g. anti-bullying week, playground buddies
- ◆ Pastoral care and guidance
- ◆ Visiting speakers

P.S.H.E. in the wider school context:

At St Nicholas' we believe that the effective teaching of P.S.H.E. will show in the attitudes and behaviour of our pupils towards each other and in the way they conduct themselves both at school and when we are off site. Throughout the school year, events and activities enhance aspects of PSHE as follows:

- The School Council meets on a regular basis to discuss and resolve issues identified by the children. The Council is elected by secret ballot at the beginning of the academic year. Each council member wears a school council badge. The council members hold regular meetings with their class to discuss any suggestions to put to a forthcoming school council meeting.
- We involve the pupils in a variety of charity and fundraising events at local, national and international levels eg. Comic Relief, Christian charities during the season of Lent
- We celebrate all the different festivals that reflect the range of our children's home backgrounds. Children are involved in the planning of school special events such as assemblies or celebrations.
- Some children attend individual counselling sessions as required.
- There is a rolling program of nurture intervention groups which enable children to interact and communicate appropriately, supports self -and develops self-confidence.

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Working with parents and families:

- Parents are consulted about their views of the school using questionnaires and informal conversations before and after school
- The school operates an “open –door” policy at all times with the head teacher, deputy head teacher and teachers available either immediately or by appointment
- The school is involved in provision of educational classes for parents.
- The school dining hall is used regularly to for adult fitness classes
- A wide range of after-school clubs are provided.
- School visits are conducted during the summer term for children entering school in September and leaving for high school
- There are events for parents and families to attend such as MacMillan Coffee mornings, school fairs and sports days
- Children take part in a variety of national events eg. World Book Day, Antibullying Week, Sports Relief, Comic Relief etc.

Assessment and Recording:

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher’s planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this matter.

Monitoring:

PSHE is monitored by the PSHE co-ordinator and members of SLT. This may be done via lesson observations, pupil voice and work scrutinies.

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