

King Ina Church of England Academy

PSHE Curriculum Overview Statement

Our curriculum approach to PSHE reflects our vision statement:

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

The name of the current curriculum lead is on the school website on the curriculum page.

Intent

Our intention is that when children leave King Ina Church of England Academy, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and to realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Implementation

PSHE and RSE underpin all we do at King Ina Church of England Academy; our curriculum is intrinsically linked to our school Christian values of friendship, determination, community, eco-friendly, believe and calm. We teach PSHE and RSE in weekly discrete lessons, along with adjusting the timetable, where appropriate, to enable PSHE to become more of a focus if there is a community event or issue, for example, anti-bullying week, Children in Need, a class bereavement, a new class member etc.

We ensure that taught content is fully aligned to the PSHE Association Framework in order to provide our children with a comprehensive and externally ratified coverage and to tailor our PSHE content to the needs of our pupils, we combine carefully chosen resources that make up our full PSHE and RSE offer. These are outlined below:

SCARF (Coram Education)

The majority of our PSHE coverage uses SCARF as starting point to on which to build. The programme aligns fully with King Ina Academy's ethos of promoting wellbeing and an understanding of mental health and therefore provides a strong foundation for our curriculum. The curriculum is broken down into six strands;

1. Me and my relationships
2. Valuing difference
3. Keeping myself safe
4. Rights and responsibilities
5. Being my best
6. Growing and changing

Children explore these strands year-on-year, building a toolkit of strategies and knowledge which they apply in scenario-based lessons, giving them the opportunity to ask questions and practise the skills in a safe and caring environment.

Emotion coaching

Through repetitive, consistent and empathetic emotion coaching, the ability of a child to regulate their emotions is promoted. All of our staff are trained in the delivery of emotion coaching.

Key Elements are involved in Emotion Coaching:

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for intimacy and teaching
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and explore strategies to solve the problem at hand.

Twinkl Life – PSHE, Citizenship and Relationships Education

This PSHE scheme of work is fully in line with the PSHE Association Programme of Study and meets the 2019 Draft Guidance for Statutory Relationships Education.

Community visits

Visits from our PCSO, school nurse, British Red Cross, School in a bag, The Poppy Appeal, RAISE and other organisations make up an important part of our varied PSHE curriculum

Impact

Our PSHE and RSE curriculum reflects the needs of our pupil, supports the spiritual, moral, cultural, mental and physical development of our pupils and promotes British Values. It aims to provide children with the knowledge, skills and understanding to prepare them for the opportunities, responsibilities and experiences of the next step in their educational journey and of adult life. Children are not assessed against expectations or graded in any way; their work is not formally marked as it forms a personal record of their own thoughts and feelings. Verbal feedback is given and work is collated to create a whole school folder. Instead of assessments children take part in pre unit activities and post unit reflections.