



Uniquely Different, United Together, Universally Prepared

At South Molton United Church of England Primary School, children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. Every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society.

#### Curriculum Statement for the teaching and learning of PSHE 2022-23

##### INTENT

In an ever expanding world, it becomes increasingly paramount that children grow up with experience and an understanding of: positive behaviour, mental health, wellbeing, resilience and achievement. By weaving our ethos as a school, our values and a PSHE curriculum into the fabric of school life, we aim to give our students the best chance of forming many safe, healthy and positive relationships.

Key aims of our PSHE curriculum are to equip the children with the skills, understanding and knowledge to make positive, informed and healthy choices about themselves, their relationships and their future. It also aims to provide them with the necessary knowledge and skills to help them safeguard themselves and navigate the many and dynamic challenges they will face as they grow up.

<p>UNDERPINNED BY</p>	<p>The teaching of knowledge, skills and understanding</p> <p>A range of skills are taught and developed to support children's wider understanding of the world and the many personal, social, health and economic challenges we may face.</p>	<p>The application of skills, knowledge and understanding</p> <p>Our assessments focus on the progression of skills related to SCARF's 6 core learning topics:</p> <ul style="list-style-type: none"> <li>-Me and My Relationships</li> <li>-Valuing Difference</li> <li>-Keeping Myself Safe</li> <li>-Rights and Responsibilities</li> <li>-Being My Best</li> <li>-Growing and Changing</li> </ul>	<p>Vocabulary - Emotions</p> <p><b><u>Year 1</u></b> Embarrassed; Jealous; Annoyed; Lonely; Confused; Excited; Thankful; Afraid; Frustrated; Grumpy</p> <p><b><u>Year 2</u></b> Impatient; Irritated; Disappointed; Anxious; Guilty; Content; Elated; Joyful; Guilty; Surprised</p> <p><b><u>Year 3</u></b> Delirious; Ecstatic; Disgruntled; Enthusiastic; Dismayed; Jaded; Mystified; Reluctant; Receptive; Thoughtful</p> <p><b><u>Year 4</u></b> Antagonistic; Doubtful; Contemplative; Dumbfounded; Obsessed; Offended; Possessive; Self-conscious; Sincere; timid</p> <p><b><u>Year 5</u></b> Conflicted; Disillusioned; Exasperated; Incensed; Guarded; Pessimistic; Optimistic; Paranoid; Serene; Traumatised</p> <p><b><u>Year 6</u></b> Defensive; Agitated; Melancholy; Bewildered; Indifferent; Despondent; Alienated; Consternation; Cynical; introspective</p>
<p>IMPLEMENTATION</p>	<p>Curriculum Approach</p> <ul style="list-style-type: none"> <li>• Explicit lessons</li> <li>• School vision and Ethos</li> <li>• Collective worship</li> </ul>	<p>External Stimuli</p> <ul style="list-style-type: none"> <li>• SCARF Resources</li> <li>• External Visitors such as NSPCC, police, fire service, paramedics.</li> <li>• Visits such as Junior Life Skills</li> </ul>	<p>Extra Curricular Enhancements</p> <p>Demonstrating and developing skills in the wider world.</p>

	<p>Resources</p> <ul style="list-style-type: none"> <li>• SCARF resources</li> <li>• Anonymous Question box</li> </ul>	<p>Questioning</p> <p>Example include:</p> <ul style="list-style-type: none"> <li>- How would you have tackled that problem?</li> <li>- How do you feel about that?</li> <li>- Why do you think that?</li> </ul>	<p>Showcase opportunities</p> <p>Displays In wider environment</p>
	<p>Teaching Approaches</p> <ul style="list-style-type: none"> <li>• Explicit lessons</li> <li>• School vision and Ethos</li> <li>• Collective worship</li> <li>• Discussion</li> <li>• Sorting and classifying</li> </ul>	<p>Home Learning Opportunities</p> <p>Projects (see individual year group overviews.)</p>	<p>Audience and Purpose</p> <p>Audience: Everyone Purpose: (See intent)</p>
IMPACT	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills, knowledge and processes specified in the relevant programme of study.</p>		
	<p>PUPIL VOICE</p> <p>Questionnaires Informal discussion</p>	<p>EVIDENCE IN KNOWLEDGE</p> <p>Observation of children around school Informal discussion In-house PSHE assessment Children show good awareness of key knowledge in the relevant programme of study.</p>	

## EVIDENCE IN SKILLS

Observation of children around school

Informal discussion

In-house PSHE assessment

Pupils are able to discuss effectively (link to oracy)

Pupils are able to sort and classify

Pupils are able to justify opinions and present other views

## EVIDENCE IN UNDERSTANDING

Observation of children around school

Informal discussion

In-house PSHE assessment

Pupils are able to articulate how to keep themselves safe and others safe.

Pupils are able to talk through clearly appropriate responses to different scenarios.