



St. Teresa's Catholic Primary School

PSHE and Citizenship

Curriculum Intent

At St Teresa's Catholic Primary school, our Christian values are at the heart of all that we do, underpinned by our school mission,

'Christ be in our heads, in our hearts and in our hands.'

We believe these values provide a strong foundation for PSHE and Citizenship.

At St. Teresa's, the purpose of PSHE teaching is for pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. We believe that a well-delivered PSHE programme can have an enormous impact on both academic and non-academic outcomes for our pupils.

Our intention is to give our children the knowledge, skills and strategies to grow personally; enabling them to play an active role within our school community, our local parish St Teresa's and become confident global citizens.

Within our curriculum, we prioritise developing the children's moral, spiritual, social and cultural understanding through the Christian message of love, joy and the celebration of humanity. Our lack of diversity means in many of these aspects we must work harder on this, so a carefully planned programme promoting British values and learning from and about other faiths is a strong feature of our school.

For Relationships, Sex Education, we follow the Liverpool Archdiocese recommendations and those outlined within the statutory guidance. As a Catholic school, our intention is to be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today. All Relationship, Sex and Health Education (RSHE) sessions are in accordance with the Church's moral teaching. The programme emphasises the central importance of marriage and the family, whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It provides the children with crucial knowledge relating to safe relationships and what to do when they feel unsafe or frightened.

PSHE at St. Teresa's

In the Early Years Foundation Stage, PSHE is referred to as personal, social and emotional development. This area of your child's learning is concerned with building relationships, self-regulation, managing self and well-being – knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn. Learning will take place through play and exploration, and adult modelling a range of skills and knowledge.

Across KS1 and KS2, we use the KAPOW scheme of work for PSHE and Well-being and resources from the PSHE Association. The KAPOW spiral curriculum has been carefully designed with the following key principles in mind:

- ✓ Cyclical: Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Lessons are grouped into six key areas;

***Well-being (including resilience and relaxation) One standalone unit per term.**

***Family and Relationships (including discrimination, equality, respect and anti-bullying)**

***Health and Well-being**

***Safety (including online safety)**

***Citizenship (including democracy)**

***Economic Wellbeing**

***In Year 6, the children explore an area called Identify.**

We ensure our pupils are taught the skills and knowledge relating to; the protected characteristics, consent, safeguarding, peer on peer abuse, bullying, and drugs and alcohol safety. to ensure they are taught within the key areas and are revisited when appropriate.

We promote a respect for and understanding of different faiths, cultures and lifestyles through core themes within R.E. teaching and also in PSHE lessons. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school.

	This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance. We understand that children will not be successful learners unless they are emotionally secure. At St Teresa's, we are committed to well-being and our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life; laying the foundations so that they can take their place successfully in modern British society.
Implementation	IMPLEMENTATION PSHE lessons have a vital role in helping us to teach the core values that we want our pupils to leave us with: respect, kindness, perseverance, resilience, confidence and determination. St. Teresa's has adopted and tailored the KAPOW scheme of work, which fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.) It also links to the government's Education for a Connected World -2020 edition framework. PSHE is not solely confined to one lesson. The R.E. scheme 'Come and See' covers many of the elements of the PSHE core teaching (for example – families). Children also study Judaism, Islam and other faiths within R.E. and PSHE lessons. The areas of PSHE permeate throughout the school with opportunities arising in other areas of the curriculum too (for example, Science). PSHE is implemented through class, group and individual teaching methods with group discussions that allow teachers to consider the understanding of each child. Opportunities are sought to express learning through discussion, collaborative tasks, Art and use of ICT. At St. Teresa's, we recognise that there are children of differing abilities within each class. We use assessments to identify developing skills and knowledge and differentiate learning accordingly.
Measuring the Impact	IMPLEMENTATION AND IMPACT We passionately believe that a meaningful PSHE curriculum is the key to children becoming confident, tolerant and well-rounded adults. During the sessions, the children can approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, children can build up tolerance and a sense of responsibility of being a global citizen. From engagement with a variety of resources, children can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.

	The key skills and knowledge from each unit are used for formative, ongoing assessment. Assessments from the start and end of each unit are analysed to measure the impact of our teaching and learning. Staff use this information to identify gaps in knowledge and key strengths; informing assessments and future teaching. Monitoring includes: Work sampling (work based on a common theme throughout school, pupil journals, pupil self-assessments, work from a current unit), regular discussions with teachers and children. Learning walks are undertaken by the Senior Leadership Team and subject co-ordinator. The impact of close monitoring for vulnerable groups of pupils (disadvantaged children, pupils with special needs, etc) or pupils in crisis means that they receive support with mental health and aspects of social and emotional development through collaboration with external services or/and planned provision for interventions or early help assessments.
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