

West Kirby School Curriculum Overview – Intent, Implementation, Impact

Subject: PSHE

Academic Year: 2020 – 2021

Overall Intentions for Students -

Using the Programmes of Study from the National Curriculum 2014 it is our aim to develop:

Knowledge, skills and attributes that they need to keep themselves healthy and safe, prepare for life and work in modern Britain and play a full and active part in society as responsible citizens.

Skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking. It also covers the statutory requirements for Relationships and Sex Education.

Assessments including baselines

Teacher Assessments

Discussion

Marking and feedback

Provision for SEND and GT

Children are taught within the PSHE lessons and are encouraged to take part when and where possible

Where applicable children's IEPs incorporate suitable objectives based upon their EHCP

Pupils identified as being talented will be supported and provided with opportunities to further develop their strengths

<u>Intent</u> (Curriculum design, coverage and appropriateness)	<u>Implementation</u> (Curriculum delivery , teaching and Assessment)	<u>Impact</u> (Attainment and progress, reading, destinations)
<p><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Topics covered will fulfil the requirements of Geography National Curriculum. • Planning will be completed collectively as a cluster of classes but then differentiated appropriate to age/ability/SEN needs of each class. • All Topics in the PSHE curriculum to be covered • Cross Curriculum links identified in planning • Plan lessons around enquiry questions and learning rather than learning objectives e.g. "How does the weather and climate impact agriculture." • The curriculum is focused on knowledge that takes pupil beyond their everyday experience 	<p><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Cross curricular link fully utilized especially SMSC/ literacy/ • Vocabulary bank used as a minimum coverage for each topic this will be differentiated as appropriate • Memorable learning experience used to enhance learning experience and different learning styles. 	<p><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Work Scrutiny • Lesson Observations • Learning walks • Pupil progress Meetings • Pupil progress discussion
<p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • All Key stage 1 pupils set targets of 1 years progress. • Promotes the spiritual, moral, cultural, mental and physical development of our children and of society • Prepares children for the opportunities, responsibilities and experiences they already face and for the next stage of education • " Provides information about keeping healthy and safe, emotionally and physically • " Encourages our children to understand how all actions have consequences and how they can 	<p><u>Key stage 1 and 2</u></p> <ul style="list-style-type: none"> • Use of carefully differentiated work through the Dimensions Curriculum • Support with planning and implementation through the support of subject specialist teachers when available. • PSHE taught in a cross curricula way 	<p><u>Key Stage 1 and 2</u></p> <p><u>Progress assessed half termly through –</u></p> <ul style="list-style-type: none"> • Teacher assessments • Pupils to complete end of unit testing. <p>Progress monitored each lesson through teacher observations and marking. Pupils will achieve the expected skills in PSHE by the end of Key Stage 2</p>

make informed choices to help themselves, others and the environment		
<p><u>Key Stage 3 and 4.</u></p> <p>PSHE will supports the development of the skills, attitudes, values and behaviour, which enable pupils to:</p> <ul style="list-style-type: none"> • Have a sense of purpose • Value self and others • Form relationships • Make and act on informed decisions • Communicate effectively • Work with others • Respond to challenge • Be an active partner in their own learning • Be active citizens within the local community 	<p><u>Key Stage 3 and 4</u></p> <ul style="list-style-type: none"> • Use of carefully differentiated work. • Opportunities to investigate PSHE through field trips, visitors and links to the local community • Support with planning and implementation through the support of subject specialist teachers when available. 	<p><u>Key Stage 3 and 4</u></p> <ul style="list-style-type: none"> • Progress monitored each lesson through teacher observations and marking. • Monitored through SMSC Grid maker • Progress monitored each lesson through teacher observations and marking. • Pupils will achieve the expected skills in PSHE

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| <ul style="list-style-type: none">• Explore issues related to living in a democracy | | |
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