



Dallimore Primary and Nursery School  
Subject on a page - PSHE

<p style="text-align: center;"><b>Intent</b></p> <p>At Dallimore Primary and Nursery school we have chosen to use PSHE Matters: A PSHE Curriculum for Primary Schools, written by Derbyshire County Council as our PSHE scheme of learning. This resource has been specifically developed to support schools in meeting the needs in personal, social, health and economic education. It also allows us to fulfil the statutory duties to deliver Relationship and Health Education, and non-statutory Sex Education. Although we use this scheme to plan activities, we always adapt and change these to suit the needs of our children.</p>	<p style="text-align: center;"><b>Pedagogical approaches</b></p> <p>As a spiral curriculum, PSHE Matters revisits and builds on previous knowledge. We create safe environments within our classrooms which allows pupils to engage in learning without embarrassment or pressure and with a clear idea of boundaries. New information is provided in a variety of forms such as text, video clips, teacher explanation and through class discussion. It is important that pupils are allowed time to draw on their own life experiences, as appropriate.</p>
<p style="text-align: center;"><b>Sequencing of learning</b></p> <p>PSHE is taught in all phases of the school and in all terms throughout the year. The scheme is a spiral curriculum so all year groups will be taught the same module at the same time, with progression for each key phase (shown in progression documents). There are 12 modules in total, so 6 are taught in Cycle 1 and 6 in Cycle 2. Within this 2-year cycle, the modules have been specifically ordered to meet the needs of the children. For example, <u>Relationships</u> is taught at the beginning of the school year to aid transition into new classes and promote the importance of healthy relationships, and <u>Growing Up</u> is taught at the end of the school year so that the children are as old as they can be at that stage.</p>	<p style="text-align: center;"><b>Teachers' Expert knowledge</b></p> <p>Good quality PSHE education has a focus on developing resilience and positive behaviours. By its very nature, it includes some sensitive issues, and it is essential that staff are confident about the best ways to deliver this. As a result, teachers may group specific children to deliver content in smaller groups, specifically to one year group or as gender-based groups. As subject leader, I regularly offer advice for planning, teaching and assessing in PSHE and I currently plan all the PSHE for lower and upper key stage 2. As a Thrive school, teaching staff can also draw on the experience of our Thrive practitioners and use this resource if more specific, 1:1 targeted support is needed. We also use outside agencies to deliver more specialised support. For example, upper key-stage 2 take part in the GREAT project each year, which focuses on issues surrounding domestic abuse and positive relationships.</p>
<p style="text-align: center;"><b>Semantic and procedural knowledge</b></p> <p>The spiral nature of our PSHE curriculum ensures that previous knowledge is regularly revisited and built on. Pupils' behaviour, attitudes, resilience and ability to solve problems is part of their everyday life in school and as such, learning is an on-going process.</p>	<p style="text-align: center;"><b>Assessment</b></p> <p>Each module within PSHE Matters has assessment suggestions. Baseline activities can be used to find out where the children are at the beginning of a module, and summative assessment activities show their learning by the end of the module. Teacher observation, mid-topic quizzes and discussion are used to ensure key objectives are met. If a pupil is not achieving in a particular area of PSHE, a referral to Thrive may be needed. We use assessment to adapt planning. For example, at the end of lower-key stage 2, discussion showed that lots of pupils were ready to find out more about periods. We decided to start Y5 with a lesson about periods (with additional sessions available) so that this is addressed rather than waiting until the Growing Up topic came up again in the 2-year cycle.</p>
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Specific vocabulary is taught at the start of each lesson where appropriate. This is often recapped in future lessons or tested in the end of topic assessment opportunities. Staff do have specific vocabulary for the Growing Up topic which ensures correct coverage for RSE at each key phase.</p>	<p style="text-align: center;"><b>Impact</b></p> <p>Through pupil voice, pupils will be able to talk about their learning. Work scrutiny of the PSHE scrapbooks will show that all modules have been covered in a way that has been accessible to all children. Learning walks and observations of lessons will highlight the use of key skills such as teamwork, communication and resilience.</p>