

MANCHESTER COMMUNICATION PRIMARY ACADEMY

INTENT AND SEQUENCING

PSHE Page Profile

Curriculum



PSHE AT MCPA

Intent

Our intent is to deliver a PSHE curriculum which promotes SMSC and incorporates our school community qualities & British Values. This will result in the acquisition of knowledge and skills which will enable children to access the wider curriculum, whilst also understanding more about how to play a positive and successful role within our society (both as a child and as an adult in the future).

The curriculum will demonstrate appropriate subject knowledge, skills and understanding to fulfil the duties of the Relationship and Sex Education (RSE) and Health Education (HE) statutory guidance 2020, whereby schools must provide a 'balanced and broadly-based curriculum' which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences for later life.

The subject aims to have a positive impact on a number of outcomes for young people including: their personal development; physical and mental health; safety; careers; financial capability and economic wellbeing. Our PSHE curriculum covers a range of topics & many important issues that young people face today such as: mental health, staying safe online, positive relationships, drugs, alcohol, challenging extremism, careers and financial literacy.

Implementation

How we deliver PSHE at MCPA:

- All pupils have a weekly PSHE lesson which lasts for 30 - 45 minutes.
- Medium term planning is given to all staff and is based on the 3 Dimensions PSHE Curriculum; It has been developed by PSHE lead with guidance taken from Manchester Healthy Schools, the PSHE Association and Statutory Guidance from the Department of Education, on how best to meet the needs of our pupils.
- All year groups are taught PSHE under 3 core themes (Core theme 1: Health & wellbeing, Core theme 2: Relationships, Core theme 3: Living in the wider world) which focus on giving them the skills and knowledge to become responsible global citizens.
- All year groups have access to our diversity library books, which teach children about equal opportunities, diversity and inclusion at an age appropriate level.
- Half termly launch assemblies are planned as an introduction to the PSHE theme & the associated community quality focus for each half term.
- Parental engagement is maintained through Parent Breakfast & focus groups, where sensitive issues are reflected on and discussed.
- Pupil voice ensures that pupils views are valued, and that positive contributions are made by children across year groups.
- Visitors such as emergency services, the school nurse (safeguarding, RSE & health), and visitors that promote enterprise, complement our PSHE curriculum to offer additional learning experiences.
- All pupils are offered real life learning experiences through the MCPA Opportunities initiative.

Pupils begin their journey in EYFS and embark upon a trajectory towards expertise. Regular review and assessment is an important part of the process, in order to monitor whether knowledge is retained in the long term memories of our children. Our aim is that over time all pupils embed and use knowledge learnt to inform future decision – making and viewpoints. PSHE Lead to ensure that teachers' subject and pedagogical knowledge consistently builds and develops over time, through targeted professional development.

Impact

- Children with low self-esteem are supported and better equipped to be resilient within a modern society.
- Children are better aware of social media; how to be safe, utilise this productively and make good choices.
- Children will collaborate critically, creatively and with a caring approach throughout their time at MCPA.
- Relationships & Sex education will help to equip pupils with the knowledge to make informed decisions and safe choices about their lives.
- Drugs & alcohol misuse (Y5/6) - pupils understand the risks and health implications of legal and illegal substances, with a focus on the development of skills such as assertiveness and resisting peer pressure.
- Pupils will have a comprehensive understanding of the characteristics & mental and physical benefits of an active lifestyle. Pupils will be able to identify what constitutes a healthy diet & the characteristics of a poor diet

and risks associated with unhealthy eating.

- Children are better able to reflect upon their behaviour and evaluate what makes for good behaviour and what a good learner should look like; this will allow better assessment of 'negative choices' and how to learn from these.
- Our children will be happy, as well as encouraging of others in and out of the classroom.
- Through our SMSC approach our children are more likely to be aspirational (in all aspects of school life) and recognise their full potential beyond their time at MCPA.
- Confidence is instilled in MCPA children, so that they are more likely to push themselves outside of their comfort zones, and take on new challenges.
- Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

DFE Research and Analysis

PSHE education: a review of impact and effective practice :

'The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils.

A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.

Taking a whole school approach to health and well-being is linked to pupils' readiness to learn. A recent review of the link between pupil health and wellbeing and attainment advocated promotion of health and well-being as an essential element of a school's effectiveness strategy (Public Health England,2014).'

Rosenshine's principles of instruction

The Rosenshine principles support the implementation of the PSHE curriculum by ensuring that pupils regularly recall prior learning. You will often see this at the start of our lessons where children are given the time to reflect on what they have learnt from the previous lesson.

When prior learning is committed to long term memory it becomes fluent or 'automatic', freeing space in our working memory which can then be used for comprehension, application, and problem solving.