



Intent

At Sir John Sherbrooke Junior School the PSHE Curriculum is designed to facilitate children knowing more and remembering more within a framework that encourages challenge, opportunity, ambition and participation.

It will PROVIDE children with a clear pedagogical structure which allows them to acquire new learning. This is informed by national frameworks and expectations which are adapted to meet the specific needs of our community. It is a curriculum that ensures that learning is accessible and provides a community of opportunity and ambition for all.

To allow children to remember more and learn more, the curriculum at Sir John Sherbrooke Junior School provides a robust and adaptable framework within which cross-curricular learning and meaningful real-life experiences happen. Teachers ENHANCE learning by linking concepts subject areas, providing exciting and engaging learning opportunities and providing opportunities for learning across children to work in partnership to solve problems. PSHE is also taught throughout school life, through our Take Care Values, themed weeks, assemblies and cross curricular learning.

The curriculum ENRICHES learning experiences through a comprehensive residential and extra-curricular program that supports learning within the classroom; these opportunities are extended from Year 3 through to Year 6. Opportunities for children to excel are embedded into the culture of the school where children have opportunities to lead and shape school life through our Pupil Parliament and Take Care Leaders.

The SJS PSHE curriculum aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century.

The KAPOW scheme of learning used at SJS covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society. In line with the requirements of the National curriculum (2014), we cover all areas of PSHE, the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. Throughout the scheme, we promote the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty. The Kapow Primary scheme does not specifically cover gender identity, although identity is a theme that runs through all year groups and units more generally. SJS teachers would cover this area in greater depth if they assess this to be necessary for individuals, groups or whole classes. Through the teaching of PSHE, we ensure that children are taught about safeguarding, including online safety, the concept of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

Implementation

The Kapow Primary scheme covers five key areas of learning:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Units of learning for all year groups:

Autumn	Spring	Summer
Family and Relationships	Citizenship	Safety and the Changing Body (inc RSE)
Health and Wellbeing	Economic Wellbeing	Transition

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in. There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

Impact

At Sir John Sherbrooke Junior School we want our PSHE curriculum to impact the way our children appreciate and engage with the World around them and all the diversity it has to offer.

Teachers assess children's development and gaps in PSHE by making on-going observations, questioning and discussion throughout their daily interactions with children. This enables teachers to understand any areas of need for PSHE lessons. While we do follow the units of learning set out, teachers also work to the needs of the children in their class.

Each lesson within Kapow Primary's scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson. Teachers will record this on their Teaching Planning and Learning document (TPA) which are then used to inform planning and support future learning to close the gaps as they revisit prior learning in future year groups.

Each unit of Kapow lessons comes with an Assessment quiz and Knowledge catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning. Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

Parents' Evenings and end of year reports provide opportunities to share child specific attainment with parents/carers. These TPAs are also shared with the children's teachers as part of summer transition, to inform planning and understanding of the children's needs for their next year group.

Knowledge organisers and end of unit star quizzes are being developed and starting to be used within PSHE, to allow for deeper assessment and knowledge retention. These will also be used as spaced retrieval activities to ensure we revisit key learning regularly.