



Intent – we aim to...

Teach children to become responsible, resilient British citizens.

Equip children with good knowledge of how to keep themselves and others safe.

Be flexible to respond appropriately to our local community context.

Provide explicit opportunities for children to practice self-regulation.

Tackle deprivation by building children's cultural capital

Develop children's expression and responses to local, national and global issues.



Implementation – How do we achieve our aims?

Sequential programme structure



Our PSHE programme is built a sequence of units that fit the needs of our children and their personal development. Children start each year by building their knowledge of mental health and wellbeing, providing them with new age-appropriate strategies to deploy. We structure units to build on prior knowledge of key concepts. Knowledge of each concept deepens over time so that children, across the programme, have a good grasp of the five key aspects of personal development.

Reducing cognitive overload



Our curriculum is designed to be ambitious while accounting for unnecessary cognitive load for children. In PSHE, we reduce cognitive overload by focusing on the five key domains of persona development. We build repetition to allow for overlearning of these concepts and what they look like in a range of contexts. We build deliberate retrieval opportunities, and interwoven units, to give children more time to learn key component knowledge.

Clear conceptual progression



Our PSHE programme focuses on five aspects of personal development. These are our key concepts, which build in complexity across a child's learning journey. We return to these in units of work across a year. In each year group, children's knowledge of these key concepts deepen.

Vocabulary and oracy



We build opportunities for children to talk and discuss new knowledge into our RE programme. Planning identifies key vocabulary to teach children, which has been carefully selected to maximise impact. This vocabulary supports children in articulating their new learning. We use pre-planned questions to frame discussion in class and ensure units have varied outcomes including oral retelling, explanations and debates.



Wellbeing



Diversity



Citizenship



Relationships



Health



Sustainability Ambassadors



Healthy Citizens



Careers Pathfinders



Global Enquirers



Cultural Explorers



Digital Learners



Responds to the needs of the community

All of our PSHE content is bespoke to the needs of our schools and the communities they serve. Units are built around local context and aim to deliver content children can apply in our local community. We have a flexible, responsive approach to curriculum design and we allow practitioners time to address concerns as they arise. PSHE is connected to our wider work on equalities, safeguarding, family support, and Thrive.

We make deliberate curriculum choices and opt-in to content to meet needs. We opt-in to non-statutory citizenship education as this is a key driver for our organization. We opt-in to Sex Education as part of our RSE offer to address sexualized language and behaviours which are increasingly prevalent in Ashington. We also place particular emphasis on delivering units each year on mental health and equalities in greater depth than requirements.



Research-informed

Our curriculum is purpose-built for our organisation and children but it is based on the principles laid out by the latest educational research. We adhere to the best practice guidance laid out by the PSHE

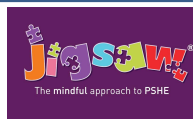
Association. Whilst we adhere to this guidance, we have designed our own curriculum to meet local needs and incorporate the latest research on the science of learning and memory. We work with Ambition Institute to do this as well as accounting for recommendations and guidance from the Anna Freud Centre on child mental health, the NSPCC on child protection, the Sex Education Forum on RSE and the Parliament Education Service on citizenship. All of the resources and guidance we take is from nationally-recognized or accredited sources.

We use research-driven, nationally recognized or accredited resources and guidance.



NSPCC

PSHE
Association



Impact – How will we know we achieved our aims?

Our department equips teachers with highest quality planning for PSHE.

Our teachers receive CPD in the specific aims of our curriculum; RSE, cognitive science and child development.

Teachers have access to high quality sources of subject knowledge; webinars, CPD sessions, drop-ins and written material

Pupils are passionate and articulate about PSHE and make substantive links between areas of learning and concepts

We have rigorous cycles of monitoring and development that checks knowledge of pupils, teachers and leaders

We have rigorous processes to address incidents of derogatory language and inequality.