



Intent

The curriculum for PSHE at Frogmore Infant School has been developed to ensure:

- Pupils make excellent progress in the acquisition of skills and knowledge for PSHE
- Pupils have the opportunity to develop an understanding of health and wellbeing, relationships and living in the wider world.
- Knowledge and skills are taught in a logical progression so that all pupils are able to acquire the intended skills and knowledge by the end of Key Stage 1
- PSHE taught is taught within the context of a topic theme, circle time, assemblies and story time sessions. We recognize the importance of school ethos in supporting the effective delivery of PSHE.
- Pupils have the opportunities to be curious, show concentration and perseverance, self-reflect, develop independence and collaborate
- Rich dialogue, subject specific vocabulary development

Schemes of Work are written for each theme drawing upon learning objectives as detailed in our Progression of Skills and Knowledge (PoSK) for PSHE. This ensures specific learning builds for specific pupils as they move through the school, gradually expanding and deepening their knowledge, skills and attributes. We have identified three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world

As a result of the impact of COVID, we have identified missed content (knowledge, skills, vocabulary and concepts). We are using a varied approach for education recovery in computing:

- Providing opportunities to experience skills and techniques in continuous play settings
- Giving children opportunities to explore and consolidate new skills
- Adjusting the curriculum to ensure pupils use a range of computing resources and programs competently



PSHE

Curriculum coverage Why this?	<ul style="list-style-type: none"> • Knowledge, skills and understanding for PSHE are clearly laid out for each year group in the PoSK document. • Schemes of Work clearly detail artists/craftworkers/designers to cover. These have been carefully selected to support progression in learning and reflect difference timescales, media and cultures • Timetabling for PSHE enables pupils to build on their skills and knowledge • Schemes of Work draw upon an pupilXXXXX • PSHE activities are planned to add to pupils' cultural capital and include theme weeks, exhibitions, clubs
Curriculum sequencing Why now?	<ul style="list-style-type: none"> • PoSK ensures that the curriculum for PSHE is planned and sequenced so that new knowledge and skills build on what has been taught before and ensure pupils achieve our ambitious expectations at end of Key Stage 1 • PoSK and Schemes of Work identify small enough component steps so that all pupils can achieve our ambitious expectations at end of Key Stage 1 • Schemes of Work take account of gaps in pupils' knowledge and skills and allow sufficient time for skills to be practised over time to ensure automaticity • Schemes of Work use diagonal sequencing to make links between subjects to support later learning
Progress Knowing more and remembering more	<ul style="list-style-type: none"> • Teaching builds up pupils' knowledge and skills in long term memory because progress is knowing more and remembering more and enables pupils to perform more complex tasks over time • Teachers make links with previous learning to support automaticity and independence • Teachers have a clear understanding of gaps in skills and knowledge for individual pupils and plan to address these • Teacher use assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/ independence
Subject knowledge	<p>The Curriculum Leader for PSHE works alongside year group teams to write Schemes of Work to:</p> <ul style="list-style-type: none"> - Ensure teachers have high levels of subject knowledge - Ensure the curriculum is sequenced effectively so that new knowledge and skills build upon what has been taught and ensure pupils achieve our ambitious expectations at end of Key Stage 1 - Provide opportunities for pupils to work at greater depth - Identify professional learning needs in PSHE

Happy learners, great achievers.
Believe it can be done.



PSHE

Ambition	<ul style="list-style-type: none"> The Curriculum Leader for PSHE ensures that the curriculum is ambitious for all groups of pupils and removes gaps and barriers to learning through scaffolding, adaption, learning sequence including preteaching
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Implementation

Pedagogy	<ul style="list-style-type: none"> Teachers ensure that the teaching decision they take achieve the intent for PSHE Teachers ensure that short term planning for PSHE: <ul style="list-style-type: none"> Locates the lesson in the context of the scheme of work and the pupils' prior knowledge and understanding Ensure lesson activities focus pupils' thinking on the learning objectives to avoid overloading pupils' working memory Ensures sequencing of learning for the unit of work enables more cognitively challenging activities based on previous learning Provides effective challenge Uses outcomes from assessments to fine tune the next small stage in learning Identifies the learning objects and success criteria for the pupils Makes effective use of guided groups/modelling/scaffolding Provides opportunities for metacognitive approaches Ensures pupils have opportunities to articulate learning in their own words/writing Provides opportunities to promote and develop reading skills
Assessment	<ul style="list-style-type: none"> Teachers use non-core assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/independence Teachers use assessment to identify useful feedback and to plan/adjust subsequent learning
Learning environment	<p>The Curriculum Leader for PSHE ensures that the learning environment around the school:</p> <ul style="list-style-type: none"> Demonstrates and models high expectations and standards in PSHE Models the current learning journey and displays high quality examples of current learning Is used to develop/extend language and thinking and reasoning Celebrate children's learning Provides high quality and relevant resources to ensure the full curriculum for PSHE can be taught

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Culture

- The Curriculum Leader for PSHE ensures there is a climate of high expectations where pupils' can thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging.
- The Curriculum Leader for PSHE ensures a wide range of opportunities take place e.g. weekly circle times, Green code awards, celebration assembly, helping hands, newsletters to parents celebrating out of school achievements and strong cross curricular links.

Impact

The Curriculum Leader for PSHE evaluates the impact of the curriculum through learning walks, pupil interviews, data analysis and non- core assessments. The Curriculum Leaders is able to:

- Demonstrate pupils reach the school's end of KS1 expectations. Where pupils are working below ARE we are able to demonstrate sustained improvement in their subject knowledge/understanding/skills in relation to their prior attainment
- Demonstrate that the planned curriculum is taught
- Discuss strengths and development needs in PSHE
- Demonstrate that pupils are enthusiastic about the subject and highly motivated to learn showing curiosity, perseverance, self-reflection and independence

Recent impact analysis show a link between those pupils who are working below ARE and emotional intelligence. As a result additional support is in place for these pupils.

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