

# Parson Street

## PSHE Education Curriculum Overview 23–24

### Intent

#### Parson Street Curriculum Intent

- Regardless of background, prior attainment or SEND, all children thrive.
- Children understand and embody the components of successful learning and use these to further their own success.
- Children with SEND are rapidly identified and given the support needed to make steps of progress.
- All children have access to high quality teaching of a broad, rich, and challenging curriculum.
- Attainment gaps are closed between our most vulnerable children and other children within the school.
- Children are given the cultural capital needed to thrive.
- Vocabulary is always prioritised so that our children can purposefully and successfully communicate.
- Children are given the tools needed to succeed beyond school as life-long learners.
- Curriculum is meaningful, purposeful, and relevant.

#### Wider-Curriculum Intent

- We provide a specially tailored curriculum that is broad and balanced and meets the unique context of our school.
- Our PSHE curriculum will promote children's knowledge, self-esteem, emotional well-being and resilience.
- Children will be supported to form and maintain worthwhile and positive relationships.
- Children will be taught to have respect for themselves, and for others, within our local, national and global communities.
- Children will have the opportunity to develop the skills of self-regulation and have a range of strategies to support them with this.
- Our PSHE curriculum will enable children to develop a sense of their health, well-being, and safety, including their mental and physical health.
- We want to prepare our children for adult life and ensure that are fully prepared to meet any challenges that might face them.

### Implementation

#### Curriculum

- School overview of PSHE curriculum
- Jigsaw PSHE Curriculum schemes of work.
- Jigsaw progression of skills and knowledge document by puzzle piece.
- Jigsaw progression of skills and knowledge by year group.
- Workshops undertaken by outside organisations- see school overview. (e.g. Dogs Trust, Bristol drugs project)
- Lesson plans from additional units outside of Jigsaw to meet needs of school (e.g. NSPCC, Money matters)
- Progression of emotional literacy document.

#### Pedagogy

- Quality First Teaching
- Inset Days/Twilights
- CPD
- Coaching
- Phase Meetings

#### Assessment

- AFL within lessons
- End of unit self-assessment by pupils
- Assessment of how to be healthy 3 times a year for each child (Year 2–6) and whole class (Nursery–Year1)
- Books
- Monitoring

#### Culture

- Books
- Displays
- Workshops
- Visitors

#### Systems

- Joint curriculum for composite classes

### Impact

#### Internal measuring of impact

- Teacher assessment – AFL within lessons
- Phase meetings
- CPD
- Coaching
- Drop-ins
- Curriculum Lead drop-ins

#### Whole School Impact

- Curriculum review days
- Trust moderations