

## Intent

At Phoenix St. Peter Academy, it is our intention that our children will be lifelong learners who have the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. Our PSHE Education curriculum helps our children to understand how they, and others, fit into and contribute to society and enables them to develop the qualities that they need to thrive. We achieve this by giving them the knowledge and attributes that they will need to manage their lives now and in the future; this enables them to become healthy, independent and responsible members of society. Our curriculum is coherently planned and sequenced to build skills and knowledge all the way up from Early Years, to help build the foundations for success in their future learning beyond Gunton. Our curriculum is ambitious for all children, particularly the most disadvantaged or those with learning differences (e.g. SEND, disabilities), as we meet their needs to achieve this. By the time children leave Gunton Primary Academy, we aim for them to:

- understand the key building blocks of respectful relationships that focus on family and friends in all contexts, including online
- consider differences between individuals to be beneficial and appreciate the values of democracy, the rule of law, individual liberty and mutual respect and tolerance
- be skilled in managing their academic, personal and social lives in a positive way and know how to manage their personal safety by assessing and handling risk
- be prepared to make the most of life and work and live in the wider world
- have an essential understanding of how to stay healthy and understand the concept of mental wellbeing and how to take care of themselves
- understand the changes that take place as they get older.

## Implementation

Our PSHE Education curriculum comprehensively covers the statutory guidance that schools must cover; we do this by teaching the statutory aspects alongside non-statutory ones (such as economic education) within a wider programme of PSHE. To support us in delivering PSHE, we use SCARF, which enables us to have a whole-school approach to building the essential foundations for children to achieve their best, both academically and socially. It is centred on a 'Growth Mindset' approach, which correlates well with the Visible Learning that is embedded in our school.

To ensure progression in knowledge, attitudes, value and skills, the curriculum is taught through the following six units:

- My and my relationships
- Valuing difference
- Keeping myself safe
- Rights and responsibilities
- Being my best
- Growing and changing.

One of these units is taught each half term and the lessons are carefully sequenced in order to allow children to embed new knowledge so that it can be confidently used in real life situations. The units also facilitate the revisiting, reinforcing and extending of prior knowledge to ensure progression within and across years.

All subject content is delivered in an age-appropriate and developmentally appropriate way, taking into consideration children's increasing independence and physical social awareness as they move through the school.

The curriculum is taught sensitively and inclusively with respect to the backgrounds and beliefs of children and parents/carers, whilst always with the aim of providing children with the knowledge they need of the law.



**Personal, Social, Health & Economic (PSHE) Education  
(including SRE - Sex and Relationship Education)  
Curriculum**

## Impact

The curriculum at Phoenix St. Peter Academy offers an engaging, high-quality PSHE education, providing children with the skills they need to thrive in the modern world. Through their PSHE lessons, they will learn how to keep themselves safe and healthy and will understand how to manage their academic, personal and social lives in a positive way.

The main method for assessing the impact of the PSHE Education curriculum at Gunton is formative assessment through pupil discussions, as it allows for misconceptions and gaps to be addressed

The PSHE subject leader will monitor provision by lesson observations, floor books, pupil voice and scrutinizing long, medium and lesson plans. The subject lead will offer suggestions to teaching staff to improve provision where issues are identified, help driving up the quality of PSHE provision and ensuring all children – regardless of their starting points or confidence – make the best progress possible.