

# Personal, Social, Health and Economic Curriculum Intent – Kilmington Primary School

## The National Curriculum

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education

The PSHE Association Programme of Study sets out a number of learning opportunities that should be covered in PSHE education.

These have been divided into three core themes:

- Health and Wellbeing: Healthy lifestyles; keeping safe; growing and changing.
- Relationships: Healthy relationships; feelings and emotions; valuing difference.
- Living in the Wider World: Rights and responsibilities; taking care of the environment; money.

## Curriculum Intent

The PSHE education programme needs to support its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. It is not enough to simply teach pupils about the issues covered in the subject content, it is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them.

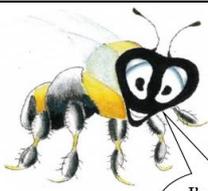
The PSHE teaching activities should take the 'learning opportunities' as a context through which to develop the concepts, skills and attributes required to develop a happy, healthy and aware lifestyle.

## Curriculum Design

Kilmington School operates with mixed age classes and follows a two year rolling programme to cover the full range of topics in PSHE. We use the PSHE Planning Toolkit as a framework for our teaching. From the Framework, we develop '**key questions**' to draw knowledge and understanding together in a coherent manner. We include topics on e-safety, current affairs and British values. At Kilmington, we recognise that issues arise that need immediate PSHE input and so we adapt our planning to support the immediate needs of the children. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event.

There is a clear skills development pathway through the Planning Toolkit, which sets out expectations in each Key Phase: EYFS, KS1, LKS2 and UKS2. This enables teachers to plan a curriculum that builds on previous learning and develops skills at an appropriate level.

## Nurturing lifelong learning behaviours through PSHE

<p><b>Motivation/ Resilience</b></p> <ul style="list-style-type: none"> <li>• Keeping going</li> <li>• Perseverance</li> <li>• Resilience</li> <li>• Not giving up</li> </ul>  <p>I'm Wilbur Woodpecker</p>	 <p>I'm Olive Owl</p> <p><b>Engagement/ Reflectiveness</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Reflecting</li> <li>• Thinking things through</li> </ul>	 <p>I'm Betty Bee</p> <p><b>Collaboration/ Reciprocity</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Sharing</li> <li>• Collaborating</li> <li>• Working as a team.</li> </ul>	<p><b>Thinking/ Resourcefulness</b></p> <ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Finding out</li> <li>• Why? Where?</li> <li>• When? Who?</li> </ul>  <p>I'm Samuel Squirrel</p>
<p>Developing skills and techniques to manage behaviour and emotions, e.g. Dealing with friendship issues kindly; finding ways to state your views clearly.</p>	<p>Posing tricky choices develops empathy and reflectiveness, e.g. Do I have to play with the same person every day? How do I feel about this situation and how might others feel?</p>	<p>Providing opportunities for listening and sharing, e.g. Circle Time when everyone can have a turn to speak; learning how to manage a discussion fairly.</p>	<p>Role play developing skills, e.g. When and how do I phone an ambulance? How can I keep myself safe online? What can I do to help improve our environment?</p>

## Evaluation

The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.