

# Personal, Social, Health and Economic Education Policy

## St John Fisher: Curriculum Rationale

Our vision and curriculum at St John Fisher strives to create a school community where children and adults reach their full potential and Shine.

Our curriculum is broad, creative and carefully planned so that progress can be made by all groups of children across the whole curriculum. Our children will know and remember more leading to greater comprehension and understanding of increasingly complex concepts.

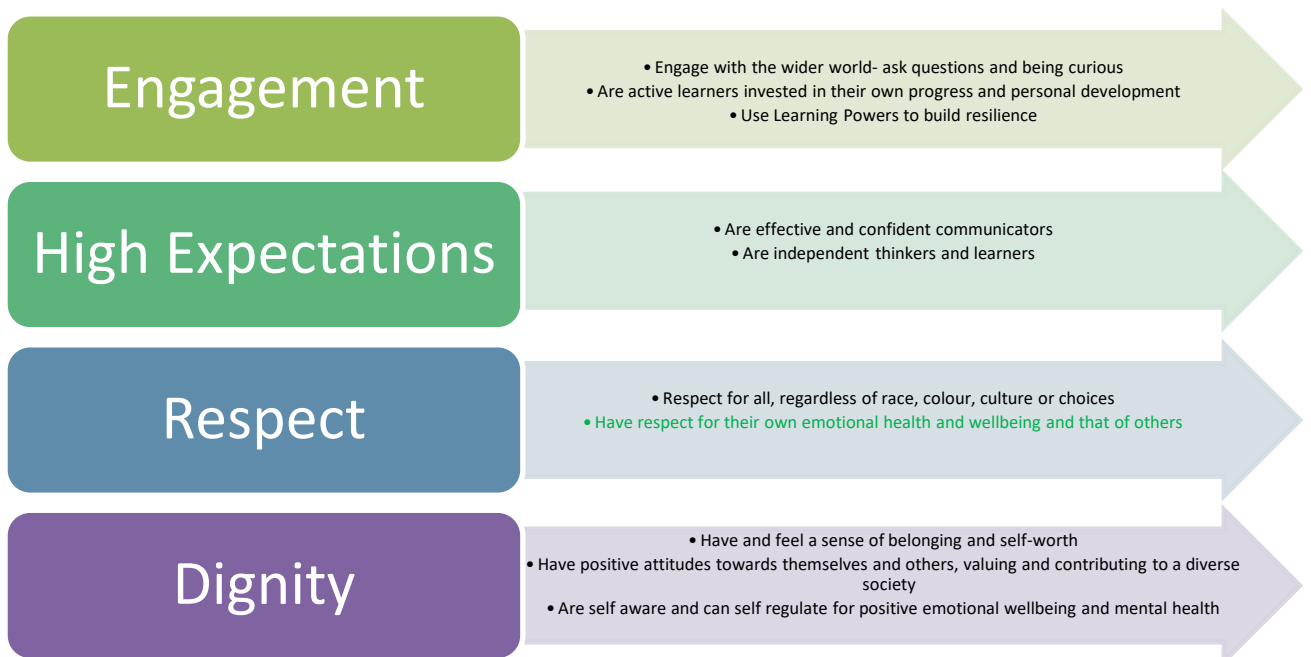
We are committed to encouraging and developing creativity as well as academic mastery seeing both as essential for our children.

We will equip our children with skills for academic and social skills and intelligence ensuring they are ready for the next stage of the learning and life.

## St John Fisher: Personal, Social, Health and Economic Education Rationale

At St John Fisher, we believe that personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. There are three core themes which drive our curriculum: Health and Wellbeing, Relationships and Living in the Wider World.

As part of our whole school approach, our PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society by building confidence, resilience and self-esteem. We support children to identify and manage risks, make informed choices and understand what influences their decisions. We believe it is important that children are able to identify and manage emotions and to be able to communicate constructively in a variety of settings.



## How we will achieve this: Implementation

| Key Theme                                      | Rationale   | Strategies   |
|--|---|--|
| <b>Reading, Communication and Vocabulary</b>   | High emphasis is placed on acquiring and using the appropriate vocabulary to enable our children to communicate their thoughts, feelings and questions respectfully and clearly.  | Oracy Voice 21 Hub<br>Vocabulary grids linking subjects and themes   |
| <b>Knowledge, Skills and Challenge</b>         | Concepts, skills and attributes are carefully and progressively planned throughout each year group to build upon and strengthen. We challenge all children within PSHE lessons, encouraging them to have high expectations of themselves.   | Tasks<br>Questioning<br>Retrieval/ Review  |
| <b>Teaching, Assessment and Feedback</b>       | We teach using a variety of strategies including an inquiry approach and collaborative teaching which is underpinned by our 4 strands of Teaching and Learning- High Expectations, Engagement, Feedback and Independence. We use assessment continuously to plan and intervene and give live feedback as well as written. | Quality first teaching<br>Inquiry approach (T in role)<br>Self/ peer assessment<br>Feedback –verbal, immediate, next steps<br>Nurture Groups<br>DESTY<br>Baseline/ impact assessment |
| <b>Attitudes to Learning and Opportunities</b> | We reinforce positive behaviours through our Code of Conduct and classroom management techniques.   | Learning Powers<br>Code of Conduct<br>Enrichment – yearly plan<br>Home- School projects<br>Positive behaviour management   |

## Vision for our children: Impact



### Children who are:

- Confident
- Articulate
- Resilient
- Independent
- Curious
- Well-rounded
- Respectful to themselves and others
- Ready for their next stage

### Children who can:

- Question
- Stand up for their own beliefs and the right for others to do the same
- Believe in themselves
- Communicate effectively with others in a variety of ways and situations
- Be active citizens who care about change
- Make a difference

### Children who have:

- A thirst for knowledge and a love of learning
- Solid foundations of basic knowledge which can be built upon and applied to new concepts
- Self awareness and self regulation