



Grange Primary Academy

The best in everyone™

Part of United Learning

Grange Primary PSHE intent, implementation, and impact statement 2024-2025

Grange Primary Academy Curriculum Intent:

As a result of the children being taught our PSHE Curriculum, they will be:

A Resilient Learner – As a resilient learner, children will know their strengths and be able to set realistic goals. They will accept feedback and deal positively with praise, setbacks, and criticism. They will keep trying and not give up: showing great perseverance across the curriculum. Children will recognise that failure is an important part of success and use this to motivate them to keep trying.

An Independent Enquirer – As an independent enquirer, children will ask the questions that matter. They will be eager to learn and be confident to ask for information. They will draw conclusions and make well-reasoned decisions about their work. They will learn through talking, practise and consolidating.

An Articulate Collaborator- Children will be effective communicators. They will be able to work confidently with others, using their new skills and knowledge to engage in discussion related to a variety of key themes. Pupils will express their understanding and share learning in a range of ways.

An Ambitious Individual – Children will work hard to challenge themselves. Be motivated by success and driven by being the best version of themselves that they can be. Producing and publishing work of high quality, taking pride in themselves and being the best that they can be by learning about the best that has been said and fed back.

A Considerate Participator – Children will value diversity and celebrate our rich heritage and culture. They will recognise that other people have different beliefs and attitudes and embrace these as they learn about relevant topics. They will play a full part in the life of the school and engage in themed weeks to immerse themselves in other cultures. They will share ideas and listen to those of others, learning and celebrating together. They will be aware of their own and others' emotions and be sensitive to these in different situations, looking after the well-being of all.

Our curriculum aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. Our curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Our PSHE curriculum covers the Relationships and Health Education statutory guidance (set out by the Department of Education), including the non - statutory sex education.

The curriculum covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this curriculum would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

Identity is a theme that runs through all year groups and units, however as gender identity does not form a part of the National Curriculum and the Kapow scheme that we follow, does not specifically cover this, gender identity is not explicitly taught in our PSHE lessons. Our wellbeing lead and senior leadership team members have received relevant training to support staff and children if questions and conversations about gender identity occur in lessons.

Quality PSHE and RSE teaching is important in helping schools carry out their duty of care regarding safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

Grange Primary Academy Curriculum Implementation:

EYFS: Reception use and adapt the United Learning Curriculum – Development Matters - to teach PSHE. Self-regulation, managing self, self-care and building relationships and the four key milestones that PSHE learning in EYFS focusses on. This enables our children in EYFS to reach their early learning goals by the end of Reception, so that they can be ready to develop their PSHE skills further into Year 1.

Our curriculum is a whole school approach that consists of five areas of learning across Key stages 1 and 2.

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our curriculum. The Grange Curriculum supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

Our children all have access to bespoke Protective Behaviours sessions throughout the year. These are planned and delivered using our Senior Mental Health leads wealth of experience and knowledge alongside our own school resources. The children have these sessions delivered throughout the year, and these can be tailored for 1:1 where necessary.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for strategies to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet, and lifestyle. Our Grange Curriculum provides consistent messages throughout the age ranges including how and where to access help.

Grange Primary Academy Curriculum Impact:

The school's PSHE curriculum supports the school's aims of developing confident citizens and successful learners who are creative, resourceful, and able to identify and solve problems. The teaching and learning aim to give our children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.