

Intent

At St Dennis Primary Academy, our vision is to provide all children with a strong understanding of the world around them—locally, nationally, and globally—while giving them the confidence and tools to navigate the moral, social, and cultural issues they may encounter as they grow. Our PSHE (Personal, Social, Health and Economic) curriculum is thoughtfully designed to reflect the school's vision and values, and is tailored to meet the specific needs of the children in our care.

RSHE (Relationships, Sex and Health Education) is delivered as a key part of our PSHE curriculum. It supports children in developing the knowledge and skills needed to build healthy, respectful relationships, focusing on family and friendships in a range of contexts, including online. This is taught alongside essential learning about how to maintain both physical and mental health, ensuring pupils are equipped to lead happy, safe, and fulfilling lives.

Our PSHE curriculum is driven by the key principles of oracy, real-life experiences, environment and community, and wellbeing. We place a strong emphasis on oracy to ensure pupils develop the confidence to express themselves clearly and listen respectfully to others. Real-life experiences are woven throughout our provision, giving children meaningful, relatable contexts for their learning. We make purposeful links with the local environment and wider community, helping children to understand their place in the world and the positive impact they can have. Supporting pupils' wellbeing underpins every aspect of our provision, promoting resilience, self-awareness, and emotional literacy.

All teaching staff are confident in delivering the agreed programme of study for PSHE and are committed to providing purposeful, carefully sequenced learning opportunities. Children benefit from both explicit teaching and wider, implicit experiences that are embedded across the curriculum and school life.

At St Dennis, we strive to create a school culture where every child feels valued and heard. Through inclusive practice and meaningful pupil voice, children are encouraged to actively contribute to school life and engage with the wider world as confident, respectful and responsible citizens.

Implementation

At St Dennis Primary Academy, PSHE (Personal, Social, Health and Economic) education is a key part of our whole-school approach to supporting pupils' personal development, wellbeing, and readiness for life beyond school. Our curriculum is structured around three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.

We follow a personalised and carefully sequenced curriculum that ensures clear progression across all year groups. This allows pupils to build on their knowledge and understanding each year, developing the essential skills, attitudes, and values they need to thrive both in and outside of the classroom.

To support the delivery of high-quality lessons, we use a range of trusted and engaging resources:

- Brook Learn lessons, commissioned by Cornwall Council with contributions from the Headstart Kernow team and funded by The National Lottery Community Fund, provide expertly designed and quality-assured content across a range of PSHE topics.
- The Christopher Winter Project offers well-regarded teaching materials for RSHE (Relationships, Sex and Health Education) and Drug and Alcohol Education, drawing on their extensive experience in supporting schools with age-appropriate, high-quality content.
- Circle Time sessions take place weekly in all classes, involving all children and members of staff. These sessions are an integral part of our PSHE provision, offering valuable opportunities for pupils to develop a wide range of skills and attitudes such as confidence, self-esteem, emotional literacy, and oracy. Each half term, the whole school focuses on a PSHE theme, while individual classes also have the flexibility to explore additional topics that respond to the current needs and interests of the children.

Our school community actively participates in national PSHE-related campaigns such as Anti-Bullying Week and Safer Internet Day. We provide real-life learning opportunities wherever possible, including visitors, educational trips, and special events. Learning from these experiences is shared and celebrated through our school's social media platforms and website, helping to engage the wider community and raise awareness of the important issues explored in school.

We believe that PSHE plays a crucial role in shaping well-rounded, respectful, and responsible young citizens. By fostering inclusive discussions, encouraging empathy, and building resilience, we are equipping our pupils with the tools they need to succeed in modern life.

Adaptations

Children with SEND are fully included in PSHE and their needs are understood so that the right adjustments and provision are in place. Staff have high expectations which ensures children aspire to be successful in their learning and make good progress. This is because 'Everyone matters, everyone succeeds and every moment counts'. Adaptations in PSHE can be viewed on our website: <https://www.stdennis.academy/pshe-and-rshe/>

Impact

Our PSHE curriculum is well thought out and is sequenced to demonstrate progression in knowledge, skills and vocabulary. Children deepen their understanding of how to be healthy, safe, well-informed individuals within the world around them.

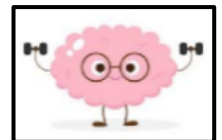
- Children demonstrate and apply the British Values of democracy, tolerance, mutual respect, rule of law and individual liberty.
- Children demonstrate a healthy outlook towards school and behaviour is consistently good.
- Children achieve age related expectations across the wider curriculum.
- Children become healthy and responsible members of society.
- Children will be on their journey preparing them for life and work in modern Britain.
- Children develop positive and healthy relationships with their peers both now and in the future.
- Children understand the physical aspects involved in RSHE at an age-appropriate level.
- Children have respect for themselves and others.

PSHE Unit and Lesson Structure

Memory Masters

We plan for **Memory Masters** at the beginning of every unit of learning, as we recognise the value in pupils having the opportunity to **revisit**, **recall**, **revise**, **remember**, **reinforce**, **relearn** and **reflect** upon previously taught content. This enables them to **retain** key knowledge across the whole curriculum to know more and remember more.

Memory Masters sessions will be evident in books through a Learning Objective, showing the Memory Masters symbol. Alongside this, there will be an opportunity for pupils to record their achievements. Examples of this could be a score from a quiz, a scale of confidence or key information remembered. We use a range of retrieval techniques from Kate Jone's Retrieval Practice books.



Monday 11th September 2024

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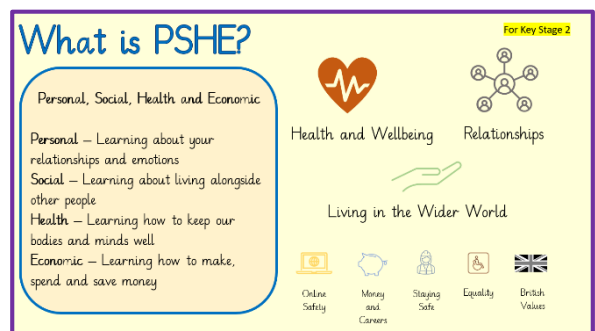


Topic:

Retrieval Task:

Pedagogy

Following the Memory Masters element, we **remind ourselves what PSHE is and the different themes within the subject.**



Feedback and Feedforward

At the beginning of lesson, there is a **feedback and feedforward** element to review prior learning within the unit, in readiness to build connections. The **Knowledge Organiser** (stuck in book at beginning of the unit) may be used to support this.

In line with our **Marking and Feedback Policy**, this element may also include:

- Work to praise and share to address misconceptions
- Excellent examples of presentation
- Targeted support



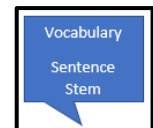
Learning Objective and Success Criteria with Key Vocabulary and Sentence Stems

The **Learning Objective with Success Criteria** are then shared (*format for books is in planning folder and includes vocabulary*).

Definitions of **key vocabulary** for this lesson and any relevant vocabulary from previous lessons.

Sentence Stems are also shared and repeated. These can be accessed here:

https://truopenwithacademytrust.sharepoint.com/:f:/s/stdennisallstaffteam/EnW8nTsrAnsTqtg6GT6k_ZABpAgj6H7jFCc3il_sMEEF_jw?e=6fFwPB



New Learning and Guided Practice (*Key Concept Introduction / Modelling / Questioning*)

Key knowledge and concepts are **introduced**, and it is explained that these will be learnt through discussion, exploration or given information.

Questioning (*throughout lesson*)

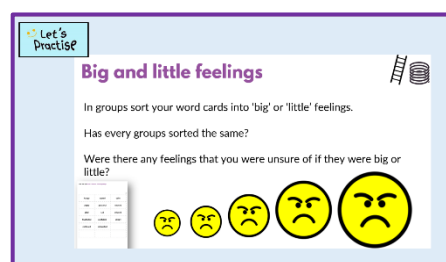
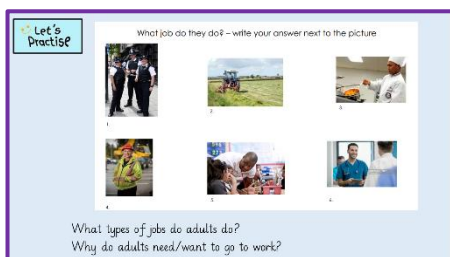
Questioning techniques are also considered e.g. pose, pause, pounce, bounce / think, pair, share / whiteboards / cold calling / lolly lotto etc.



Independent Practice / Practical Learning

Let's practise can take on a variety of forms, depending of the subject matter being explored. In PSHE lessons practical learning often takes the form of discussion, role play, debate and scenario sorting.

Pupil may also be expected to label diagrams, determine if information is true or false and give brief descriptions or explanations.



Think Deeper – An extra challenge!

Provide an extra challenge to apply knowledge and assess understanding.



Let's Reflect (*Formative Assessment*)



Learning Objective and Success Criteria are revisited to ensure children know what they have learnt. This also provides feedback that improves children's learning.



At the end of each lesson, we use one or two questions to assess understanding of the key content. These questions build to a final cumulative quiz that is used as an assessment.

End of Unit (*Formative and Summative Assessment*)

At the end of a unit, assessment is carried out through a complete cumulative quiz and a 'Show what you know' activity. The enquiry question for each lesson is shared to support the answering of the overarching question. Sentence stems are used to support this along with key vocabulary. There may also be diagrams to label. These could also include sections of the knowledge organiser with elements missing for children to complete.

