PSHE in the OCL Primary Curriculum

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self-efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The Personal Development curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

	**Character**: A strong PHSE curriculum ensures children are well rounded, empathetic, respectful, tolerant citizens. Children will have strong social skills and be able to interact confidently with other children and adults.
	Competence: Through a well-rounded PHSE curriculum children will reach their full potential and will have opportunities to debate different issues. Children will understand equality and protected characteristics from a young age.
	Community: Children will have strong relationships across the school community. Student leaders will be a part of each academy with strong links to the Hub Council and local community. Children will understand different communities both locally and globally and will learn about living in the wider world.

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson's Models of Memory, Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction and the thinking behind Ebbinghaus' Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for PSHE:

Core Concepts in PSHE				
Health and Wellbeing	Keeping Safe	Relationships and Sex Education	Living in the Wider World	Global Citizenship

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Subject Delivery

Lesson Timings	Type of delivery
PSHE is taught as discrete lessons within the allocated Personal Development time.	PSHE lessons take place bi-weekly across all six terms and are embedded within the broader Personal Development curriculum, allowing children to build knowledge and skills progressively. In addition, PSHE is taught during each of the six 'chunk weeks' throughout the year.

Annual organisation per year group of PSHE Objective within the curriculum chunks

Term	Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	**Who am I? Who am I becoming?**	All about me: emotions, health and feeling safe.	Feelings and respect.	Knowing me: emotions, strengths and goals.	Emotions, resilience and kindness.	Healthy minds, healthy choices: wellbeing and conflict.	Healthy minds, online lives and equality.
Autumn 2	**Citizenship and the World**	Introduction to British Values.	Rules, choice and democracy.	Rights, responsibilities and diversity.	Democracy and respecting differences.	Equality, law and respect.	Justice, liberty and tolerance.
Spring 1	**Heritage and culture**	Staying safe: at home, online and outside.	Staying safe: our choices, our responsibility.	Making safe choices: risks, drugs and emergencies.	Staying safe: risks, drugs and self-control.	Facing pressure: peer influence and positive habits.	Risk, drugs and first aid.
Spring 2	**Building our Sustainable World**	Caring for the world around us.	Protecting our planet, understanding our needs.	Challenging discrimination and exploring communities.	Rights, resources and responsible choices.	Global citizens: fairness, law and responsibility.	Media messages, aspirations and financial awareness.
Summer 1	**Building an Inclusive World**	Families, friendships and respecting others.	Friendships, feelings and future goals.	Friendship, fairness and personal boundaries.	Diversity, identity and puberty.	Relationships, puberty and personal boundaries.	Growing up, changing roles and healthy relationships.
Summer 2	**Showasis**	Healthy habits: routines, rest and relationships.	Healthy bodies and healthy transitions.	Healthy habits: sleep, hygiene and first aid.	Being healthy: hygiene, first aid and safe choices.	Staying safe: sun safety, first aid and gambling risks.	Mental health, digital balance and drug awareness.

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for PSHE in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through Socrative quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, end of unit assessment quizzes and Student Portfolios in Showbie.

Working in this way, building knowledge over time, assessed by quizzes and through retrieval practice, ensures core concepts are embedded.

PSHE Specific Impact Measures

In PSHE quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning. Pop tasks at the end of the year pull together the learning for the subject under the core concept areas to consolidate learning and to prepare children to make links to the future learning in subsequent years through the 9-habit character log.

Progression Points against the Core Concepts

Core concept	End point
Health and Wellbeing	Pupils will **understand** how to **maintain** physical, emotional, and mental health. They will **recognise** the importance of healthy habits such as nutrition, exercise, hygiene and sleep. Pupils will **manage** a range of emotions and challenges, including conflict and grief, using appropriate strategies. They will **understand** puberty, human reproduction, and make informed health choices. Pupils will **recognise** risks linked to substances and **seek** support when needed.
Keeping Safe	Pupils will **develop** skills to **assess** risk, **manage** dangers, and **re**spond in emergencies. They will **know** how to keep personal information secure, **maintain** boundaries, and **recognise** inappropriate contact. By Year 6, they will be ready to **resist** peer pressure, **report** bullying and **seek** help when needed, with an awareness of complex issues like FGM and forced marriage.
Relationships	Pupils will **understand** a range of relationships and **apply** values such as kindness, respect, and self-worth. They will **manage** emotions, peer pressure, and conflict, and **recognise** discrimination and the importance of **challenging** it. By Year 6, they will **appreciate** diversity and the role of commitment in healthy relationships.
Living in the wider world	Pupils will **develop** a secure understanding of their place in society, the importance of rights, rules, and responsibilities, and the value of diversity. They will **recognise** how financial decisions impact themselves and others, **manage** money responsibly, and **evaluate** media critically. By Year 6, they will be **equipped** with the knowledge to **make informed decisions** about careers and their future pathways.
Global citizenship	By the end of Key Stage 2, pupils will have a **secure and well-rounded** understanding of the five British Values: democracy, rule of law, individual liberty, mutual respect, and tolerance. They will **recognise** how these values apply in daily life and **understand** their importance in building a fair, respectful, and inclusive society. Pupils will be **equipped** to take part in democratic processes, **value** individual freedoms, **celebrate** diversity, and **contribute positively** to their communities with a strong sense of fairness and human rights.