



Curriculum Intent, Implementation, Impact

SUBJECT: PSHE
PSHE LEADER: Amy Roberts

TEAM: Understanding the World
LEADERS: Amy Roberts & Craig Brindley

PSHE Intent:

Our PSHE provision at Marden Primary Academy aims to develop pupils' knowledge and understanding of our world. It will help prepare pupils for the opportunities, responsibilities and challenges they will face.

At Marden Primary Academy, we use Jigsaw as a basis for learning. Jigsaw is a mindful approach to PSHE and incorporates all aspects of SMSC, Citizenship, British Values, as well as the statutory content of the RSHE programme of study. Jigsaw PSHE ensures that learning from previous years is revisited and extended – adding new skills, knowledge and concepts as the children progress through the school. Through our curriculum, we aim to create happy, purposeful and supportive environment where pupils are given the opportunity to become successful learners and develop their full potential.

Implementation:

Teachers are provided with opportunities to work collectively in addition to their PPA, to plan their curriculum.

Teachers develop/plan for the following:

- Key vocabulary introduced into each lesson;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Carefully plan for opportunities to encourage the transference of skills and knowledge and to build upon previous learning.
- Regular opportunities for children to recall knowledge and increase space in the working memory through repetition of themes throughout year groups;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visits from experts who will enhance the learning experience.

Impact:

Our PSHE Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes (key end points);
- A celebration of learning at the end of topic e.g. displays;
- Tracking of knowledge in K.W.L grids;
- Pupil discussions about their learning;
- Understanding the meaning of the learning and the impact of themselves and those around them'
- Pupils are able to demonstrate and talk about skills needed in life and how to use them both in school and out of school.

The subject leader, alongside the curriculum team leaders and senior management team, are responsible for monitoring and evaluating curriculum progress. This is done through book scrutiny, lesson observations, pupil interviews, and staff discussions