



Chilthorne Domer Church School Curriculum Statement

PSHE and Relationship Health and Sex Education



'Together we Love, We Aim High and We Celebrate'

"A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships." PSHE Association

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The school's senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality.	Our teaching sequence will be: • Carefully planned and resourced • It will build according to the age and needs of pupils • Based on developmentally appropriate learning objectives which pupils will respond to in relation to a termly or half-termly overarching theme • Focused on a spiral curriculum where prior learning is revisited, reinforced and extended year on year.	Pupil Voice will show: • A developed vocabulary and confidence in articulating their thoughts and feelings • An ability to support and form a part of a climate of openness, trust and respect • An understanding of knowing when and how they can seek the support of others • An ability to apply their understanding of society to their everyday interactions • An understanding of the importance of physical and mental health and wellbeing and that these skills are valuable • An ability to evaluate their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them
The curriculum leader will: • Understand and articulate the evolving expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge, skills and attributes which children need to protect and enhance their wellbeing • Keep up to date with current research and subject development through an appropriate subject body or professional group • Continue to consult with parents and carers, governors and engaged stakeholders particularly in relation to sex education.	Our classrooms will: • Provide appropriate quality equipment for each area of the curriculum. • Display pupils' learning, which will demonstrate skills and support the school's commitment to this subject. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.	Displays around school and books will show: • Pupils have had opportunities for the practice and refinement of skills. • A varied and engaging curriculum which develops a clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas

The class teacher will, with support from the curriculum leader: • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. We will measure progress by: • Assessment for learning opportunities built into each lesson and enhanced by a starting and end point also enabling self-evaluation and reflection. • Each lesson ends with an opportunity to consolidate and reflect upon learning. • Learning within EYFS will be recorded in a Floor Book which will move with the children. Progress within KS1 and KS2 will be recorded in RE/PSHE books in a variety of ways.	Our children will be: • Engaged because each PSHE unit is designed to be delivered in a creative manner using a variety of approaches, such as role-play, discussion and games. • Resilient learners who can overcome barriers and understand their own strengths and areas for development. • Safe and happy in lessons which give them opportunities to explore their own personal development.	The curriculum leader will: • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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