



'For I know the plans I have for you,' declares the LORD, ' JEREMIAH 29:11

*Jeremiah made it clear that each of us has a unique dignity founded on the depths of God's knowledge and love for His people. It is within this framework that pupils are equipped for their place in society; to live in the community both of their present and future.*

At St. Mary's we intend for the aspirational Personal, Social and Health Education, including Relationships curriculum to enable pupils to leave St. Mary's with:

- ✓ The knowledge and skills needed to be healthy, safe and prepared for the opportunities, responsibilities and experiences of adult life.
- ✓ An understanding of their own dignity as a Child of God and of this as a status shared by all who they encounter so that all are treated with respect.
- ✓ The ability to explore, clarify and if necessary challenge their own and others' beliefs, attitudes values, rights and responsibilities
- ✓ An understanding of the ways in which their behaviours and choices can impact their own lives and those of others within society.

Implementation: How do we deliver the PSHE curriculum?

- ✓ With a curriculum rooted in core Christian values which have strong parallels to British values, PSHE is at the heart of learning at St Mary's.
- ✓ Pupils are taught key knowledge and skills in clear progression as part of a 2-year cycle, linked closely to the National Curriculum and aligned with guidance from the PSHE Association
- ✓ Pupils are taught to be fluent in the vocabulary of PSHE as they understand how to be healthy, safe, independent members of society.
- ✓ Pupils are equipped to understand the way that human choices at individual and societal level can impact the world for good and the choices which are detrimental to others.
- ✓ Objectives are delivered in discrete lessons as well as exploiting the many cross-curricular links as outlined in the progression of knowledge document.
- ✓ The sequence of learning includes opportunities to work collaboratively; developing inter-personal skills and respect in response to enquiry.
- ✓ Engagement with issues which arise at class, whole-school, community and globally ensures that the curriculum remains dynamic and relevant.
- ✓ The work of Forest School and wellbeing complements the delivery of the PSHE curriculum.
- ✓ Partnership with parents ensures that curriculum delivery is effective, for example in the sharing of resources which can be used at home and the open-door policy which strengthens communication between home and school.
- ✓ Formative and summative assessment enables careful planning of next steps, with consolidation opportunities built into the sequence of learning.
- ✓ Quality First Teaching is enhanced through appropriate CPD and training, along with subject monitoring and supportive subject leadership. This includes collaboration with a local secondary school.

Impact: What difference is the curriculum making to our pupils?

- ✓ Pupils will achieve good progress based on prior starting points.
- ✓ Pupils will be ready to progress to the next stage of their development.
- ✓ Pupils will be excited by and engaged with PSHE, having a confident and resilient attitude to learning and a secure grounding in knowledge of positive relationships and safe behaviours
- ✓ Pupils will have made connections within and between subjects and understand the way in which humans have the power at individual and societal level to make a positive contribution to society.

Impact is measured by the triangulation of lesson observations, work scrutiny and pupil voice in addition to assessment outcomes. Subject leader analysis establishes successes, targets and areas for development at individual, class and whole-school level.