

## Trafalgar Junior School: PSHE curriculum overview

Subject	Intent	Implementation	Impact
<p><b>PSHE</b> (including statutory <b>Relationship Education</b> and <b>Health Education</b>)</p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> <li>relationships</li> <li>living in the wider world</li> <li>health and wellbeing</li> </ul>	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> <li>develop the <b>knowledge, skills</b> and <b>attributes</b> needed to <b>manage</b> their <b>lives</b>, now and in the future, to become <b>healthy, independent</b> and <b>responsible members of society</b></li> <li>stay <b>healthy</b> and <b>safe</b></li> <li>tackle many <b>moral, social</b> and <b>cultural issues</b> that are part of growing up</li> </ul>	<p><b>Supported by:</b> PSHE Association’s Programme Builders and Programme of Study</p> <p>We use the PSHE Association’s scheme of work, <b>Programme Builders</b>, to meet the objectives of the PSHE Programme of Study and the statutory Relationship Education and Health Education. Knowledge and skills progression for PSHE is covered through the PSHE Programme of Study.</p> <p>Programme Builders is based around three core themes: <b>Relationships; Living in the wider world; Health and wellbeing</b></p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>statutory content from the <b>Relationship</b> and <b>Health and Wellbeing</b> themes, which cover personal safety, including assessing and managing risk</li> <li>opportunities to help children understand how they are developing <b>personally</b> and <b>socially</b>, and how to tackle many moral, social and cultural issues that are part of growing up and living in a diverse society</li> <li>a focus on encouraging children to <b>respect</b> and <b>value</b> themselves and others</li> <li>strategies for staying <b>healthy</b> and <b>safe</b>, including online</li> <li>non-statutory content which covers economic wellbeing, careers and enterprise education and the rights and responsibilities of <b>living in the wider world</b></li> <li>a themed approach which allows for <b>whole-school themed initiatives</b> to support learning</li> <li>differentiation and adaptation for all abilities</li> </ul> <p><b>Timing:</b></p> <ul style="list-style-type: none"> <li>taught weekly for 3 half terms, and runs in conjunction with the religion curriculum</li> </ul>	<p><b>Assessment includes:</b></p> <ul style="list-style-type: none"> <li>pupil self-assessment</li> <li>on-going assessment during lessons with teachers adapting planning as required</li> <li>assessment criteria within the planning support teachers in assessing where the children are with their learning</li> </ul>