

## including Online Safety & Global Citizenship

### INTENT

#### School Vision:

At Totley All Saints Church of England Primary School, we aim to be an exceptional school with Christian values at the very heart of the community. We are committed to providing a caring environment where every child can thrive & is supported to achieve their unique & amazing potential as a child of God.

#### Subject Curriculum Vision:

In PSHE & supported throughout all subjects, we aim to equip children with essential skills for life; to develop the knowledge, skills and attributes our children need to protect and enhance their well-being thus preparing them for life in society – both now and in the future. We want them to learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in the society around them. We aim to inspire our children to see each and everybody's value in society, from appreciation of others, to promoting strong and positive views of themselves. Through social, moral, spiritual and cultural development we strive to provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help. We aim to provide a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community and the online world.

#### Our Curriculum for our Context:

Totley All Saints is situated in a semi-rural setting on the edge of the city of Sheffield and close to the Peak District. Our school is a smaller than average school with 212 pupils on roll aged 4-11 yrs. The ratio of girls to boys is higher than the national average & the proportion of pupils eligible for free school meals is much lower than average. A lower than average number of pupils comes from minority ethnic backgrounds & the school is predominantly White British. The school now has a near to average number of children categorised as SEN with Support as well as children with a Statement of SEN or EHCP. Pupils typically enter FS2 either below or at least in line with national in Reading, Writing & Maths.

Our Curriculum reflects the ethos & aims of the school as well as the context from which our children derive. This means that our curriculum provides the necessary building blocks to develop the necessary knowledge & skills, whilst also promoting British Values, healthy lifestyles & mental well-being, plus excellent behaviour & attitudes. It is underpinned with a large emphasis on SMSC development, a strong practical outworking for others in line with our Christian ethos, whilst also building character & readiness for the next stages of education & the learning journey beyond.

### IMPLEMENTATION

#### Aims of the National Curriculum:

The overarching aim for PSHE in the national curriculum is to promote high standards of spiritual, moral, social and cultural (SMSC) development, including the promotion of British values, by equipping pupils with a strong the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing. To develop positive attitudes to learning, a positive respectful culture and to encourage children to develop positive behaviour and conduct. The national curriculum for PSHE aims to ensure that all pupils:

- are equipped for life in the real world (and in their on-line lives) both now and also for their next steps,
- are supported to build confidence, resilience and self-esteem
- are taught how to recognise risk and know where to go for help when they need it
- are equipped for some of the most complex decisions they will have to make
- develop skills and attributes such as risk-management, team working and critical thinking

- to understand economic wellbeing and aspects of careers education
- acquire a wide vocabulary and knowledge of linguistic conventions for communication
- appreciate our rich and varied world
- express themselves clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

<b>Learning Experience</b>	<b>Resources</b>	<b>Links with other Subject Areas</b>
<b>What is the breadth of experience provided for our children?</b>	<b>What resources are used to support the teaching &amp; learning of this subject?</b>	<b>What links are made between this &amp; other subject areas?</b>
<ul style="list-style-type: none"> <li>• Quality First teaching: variety of teaching styles &amp; varied stimulus</li> <li>• Quality Resources: Books, texts, online resources &amp; programmes</li> <li>• Visits: e.g. Crucial Crew (Y6)</li> <li>• Visitors: various</li> <li>• P4C sessions</li> <li>• Experiences and participation: Antibullying awareness ('Odd Socks Day'), Online Safety Week including Safer Internet Day, Fairtrade Fortnight, Children in Need, Send My Friend Campaign, Christian Aid Week, World Water Day, Children's Mental Health week, etc.</li> <li>• Aspire Day</li> <li>• Involvement in the Global Neighbours accreditation scheme.</li> </ul>	<ul style="list-style-type: none"> <li>• A wide variety of books (fiction &amp; non-fiction)</li> <li>• Online resources</li> <li>• Published schemes such as Twinkl (PSHE) and the Sheffield On-line curriculum.</li> </ul>	<p>Links are made with other subject areas wherever possible. Global and cultural learning is embedded through other subject areas such as Art, English and Geography.</p>

### **Planning & Sequencing of Knowledge & Skills**

**How is the subject planned & sequenced in order that our children can progress through the Building Blocks for learning? This may include: Vocabulary, People, Places, Events, Concepts, Skills, Analysis, Evaluation, Problem-solving, Creativity, Independence, etc.**

See Appendices.

## **IMPACT**

<b>Assessment</b>	<b>Monitoring &amp; Evaluation</b>	<b>Long Term Memory</b>
<b>How is this subject assessed?</b>	<b>How do we know we have been successful?</b>	<b>How does this subject impact on long term memory?</b>
<ul style="list-style-type: none"> <li>• Regular Teacher assessment for Learning &amp; understanding</li> <li>• Marking of tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of children</li> <li>• Work scrutiny</li> <li>• Discussions</li> <li>• Timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Revision &amp; recapping</li> <li>• Success Criteria</li> <li>• Feedback / reflection from marking</li> </ul>

<ul style="list-style-type: none"> <li>• Summative end of year assessment.</li> </ul>		<ul style="list-style-type: none"> <li>• Repeated recall</li> <li>• Links &amp; connections with other subject areas plus old &amp; new knowledge</li> <li>• Quizzes</li> <li>• Discussion</li> </ul>
<b>Readiness for Next Stage of Education</b>	<b>Promotion of Social Mobility</b>	<b>Promotion of British Values &amp; SMSC</b>
<b>How does this subject prepare our children for the next stage of their educational journey at secondary school &amp; beyond?</b>	<b>How does this subject promote social mobility?</b>	<b>How does this subject promote British Values &amp; SMSC?</b>
<p>We endeavour to ensure that the sequence of content enables our children to progress whilst they are with us but also to provide the building blocks necessary to build on at secondary school &amp; their learning journey beyond. Underlying all of this is our emphasis on Learning Culture which provides the underlying principles of attitude, resilience &amp; character.</p>	<p>Our aim is that no child is disadvantaged by their background situation &amp; that, as a school, we provide everything that a child needs so that there is no cumulative dysfluency or cultural gaps in learning. As a result, we ensure that children have a broad range of curriculum experiences, free access to a wide variety of books and resources, multiple opportunities to speak as well as listen, plus our curriculum is designed in order to boost general as well as subject specific vocabulary.</p>	<p>Through our rich &amp; varied curriculum, we ensure that our children are well equipped for life in modern Britain &amp;, through subject linkage have an excellent understanding of PSHE, Democracy, the Rule of Law, Responsibility &amp; Liberty, Mutual Respect plus Tolerance of those of different faiths and beliefs. Our Curriculum is driven by SMSC Development &amp;, as a result, pupils thrive – enjoying their lives, learning &amp; want to make a difference for others.</p>

## Appendices

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