

Personal Development (including Relationships and Health Education) Curriculum Rationale

Personal Development at St Wilfrid's is rooted within the Catholic faith and we recognise that parents will be the primary educators when teaching our children in many of these matters. Our role is to compliment and reinforce this with our teaching. The PSHE curriculum supports the wider work within school to foster pupil wellbeing and develop resilience and character that we know are key to children being happy, successful and productive. We acknowledge that children are growing up in an increasingly complex world and living their lives seamlessly on and offline and our curriculum aims to support them to navigate this.

INTENT



Alignment to National Curriculum

The PD curriculum at St Wilfrid's covers a wide variety of content. Content is taught using the Ten:Ten Life to the Full Plus scheme which includes the statutory Relationships Education and Health Education as set out by the DfE. Alongside this, teaching also covers safeguarding content, British Values and online safety.



End Points

Children are taught to have the skills, knowledge and understanding to be safe and healthy and to know how to manage their academic, personal and social lives in a positive way.



Sequencing

Our PSHE curriculum is structured in a way that introduces new and more challenging content and builds on what has gone before whilst reflecting the personal development needs of the children. Ten: Ten is designed for children to repeat content with tasks and understanding increasing each time the content is covered.



Addressing Social Disadvantage

There is 'very strong evidence' that high quality PSHE teaching 'has a positive impact on academic attainment' (PSHE Association). A PSHE Association review shows that PSHE education significantly benefits young people's academic success, particularly if they come from socioeconomically disadvantaged backgrounds. Therefore, the quality of PSHE teaching will not only impact on the children within the subject but also across the curriculum.



Local Context

When planning PSHE it important to identify the needs of the pupils in school, this can change regularly on an individual, class, school and wider community level. When planning the curriculum, the PD lead regularly meets with other lead teachers as well as making connections with other professionals across the city.

IMPLEMENTATION



Pedagogical Approaches

Personal Development is a whole school approach to children developing the knowledge, skills, attitudes and understanding they need to fulfil their potential. Children are encouraged to be reflective of their own understanding and their own strengths and weaknesses in order to make progress.



Teachers' Expert Knowledge

Teachers are required in the DfE teaching standards to demonstrate good subject and curriculum knowledge. Teachers seek opportunities to ensure any gaps in knowledge are addressed through reading, the use of support materials or using the support of the subject leader. Best practice is shared amongst staff and areas of change (e.g. AI and online safety, safeguarding) are shared with staff when appropriate.



Promoting Discussion and Understanding

Using the circle time approach, allows all children to discuss and explore issues orally. The curriculum is designed to encourage all children to draw upon personal experience to discuss issues. Children will hear other's perspectives and gain an understanding of others and the world around them. Content is embedded across the curriculum as well as in wider aspects of school life and makes use of links to the wider community.



Knowing More and Remembering More

Personal development links and supports knowledge from many other curriculum areas including science, computing and RE. Children are encouraged and provided opportunity to transfer what they have learned from one school subject to another, and from school to lives in the wider community.



Teacher Assessment

A wide range of AFL techniques are used to explore children's prior knowledge and allow teachers to gain an understanding of children's knowledge. Teachers use strategies to recognise and evidence a child's understanding and personal development. Tracking of CPOMS and behaviour can also be used to identify individuals with key gaps or vulnerabilities.

IMPACT



Approach to Assessment

Personal development is not assessed using summative assessment. Assessment is ongoing with the focus on personal progression and understanding of key concepts. Key children are identified in order to ensure all children leave school with a good understanding.



Performance Data

Data is not collected in the same way as for other subject areas. Data for personal development is generated through teacher knowledge of the pupils' understanding gained through AFL strategies. Teachers make judgements on whether children have understood the learning opportunities.



Pupils' Work

KS1 classes use scrapbooks to record/track their learning. In KS2, pupils use personal development journals to reflect on their knowledge and understanding. This can be added to and changed as the children learn new things and explore the content. In KS1, this may be picture representations and KS2 will be exploring their thinking in written form e.g. mind maps, labelling diagrams.



Talking to Pupils

Children use appropriate vocabulary and understanding when reflecting both in lessons and in conversations with adults around school. This will support incident reflection as well as during pastoral interventions. The subject leader talks to pupils about their learning as part of the monitoring process.

Links / References

<https://www.tentenresources.co.uk/life-to-the-full-plus/>