

PSHE Intent

Marlborough Road Academy

Intent

At Marlborough Road Academy Personal, Social, Health and Economic education (PSHE) follows the guidance given to Key Stage 1 and Key Stage 2 in the National Curriculum and from the PSHE Association. This guidance is taken as the minimum entitlement for learners at Marlborough Road Academy.

‘Personal, Social, Health and Economic education is an important and necessary part of pupils’ education. We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.’ (National Curriculum)

‘Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.’ (PSHE Association)

Our curriculum is based on the following key principles:

Entitlement - All our pupils have the right to learn what is in the Marlborough Road Academy curriculum.

Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.

Mastery: We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil's revisit prior learning and apply their understanding in new contexts.

Representation: All pupils are able to see themselves reflected positively in our curriculum; we want our curriculum to open up new worlds – to expose children to beliefs, people, places and values that they would not otherwise encounter and also to the voices of people who have not always been heard.

Education with character: Our ‘hidden’ curriculum teaches our young people about creativity and resilience as well as providing them with opportunities to learn about teamwork, to care and to serve, to overcome difficulties and to manage themselves and their feelings. The children are taught to have confidence and articulacy so that they can stand up for themselves and for what is right. These personal qualities and skills are the opportunities we provide beyond the classroom; in sport, music, performance, clubs, in chances to lead and take responsibility and in opportunities to volunteer and to serve.

Vocabulary and Cultural Literacy - the curriculum has a core focus on vocabulary development within and across subjects. Our curriculum gives pupils access to the ‘best that has been thought and said’.

Subject-Based Learning - The curriculum incorporates the rigour of subject substantive knowledge. Therefore, it is based on individual subject learning. Links across subjects are made where appropriate, but the curriculum is planned so that it doesn’t sacrifice subject identity and progression for cross-curricular links.

Subject Content - The overall content of individual subjects is structured as a narrative over time. Individual lessons build into coherent units of work which in turn, contribute to the overall content arc.

Cultural Capital – Cultural Capital is planned for in all areas of our school life. Pupils are exposed to a wide variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens which will enable them to interact with others leading to meaningful qualifications that will open up doors to paths in later life.

The Marlborough Road Curriculum for PSHE provides pupils with the opportunity to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life.

PSHE is embedded in everyday life at Marlborough Road Academy. Our school rules: Be Safe, Choose Kind and Work Hard and our school values; Friendship, Trying our Best, Responsibility, Pride, Thankfulness, Aspiration, Knowing Yourself, Caring and Making Good Choices promote key areas of the PSHE curriculum.

British Values are taught discretely through assemblies and are also embedded within other subjects of the curriculum, as appropriate e.g. through the Power and Democracy strand of the History curriculum.

We recognise that progression and cohesion in teaching and learning at Marlborough Road Academy needs to flow effectively from Nursery to Year 6. The EYFS at Marlborough Road Academy follow the UL EYFS curriculum, based on 'Early Years Statutory Framework for the Early Years and Foundation Stage' (DfES, 2021). One of the Prime Areas of 'Development Matters' is 'Personal, Social and Emotional Development' and through this, the foundation for pupils' PSHE learning is taught. For the youngest pupils, PHSE focuses mainly on developing relationships, helping pupils to understand themselves and how to manage their feelings and behaviour.

In Key stage 1 and 2 PSHE is taught at an age appropriate level. We have created a sequenced spiral programme that builds on prior learning and towards future learning , as pupils progress through school. This is based on the recommendations of the PHSE Association and combined with other resources. As our school is so diverse, in language, ethnicity, religion and culture, we use PSHE as an important tool to teach friendship skills, tolerance and mutual respect of others and to learn about different families and cultures.

Relationships and Sex Education is taught in line with the statutory guidance.

'In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.' (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019)

At Marlborough Road Academy RSE is taught at an age appropriate level. It has been developed in based on the curriculum, in consultation with governors and parents.

Implementation:

When teaching PHSE, teachers plan the following:

- A pre learning quiz which takes place at least one week before the new learning is delivered which identifies gaps in prior knowledge that is needed to fully access the current learning.
- Gap teaching following the outcomes of the pre learning quiz.
- Pre teaching key vocabulary and concepts for SEND pupils.
- A cycle of lessons for each subject, which carefully plans for progression and depth.
- Educational visits, visiting experts and artifacts that will enhance the learning experience.
- Classroom working walls which detail; current, prior and future learning, the substantive and disciplinary knowledge children will learn, key vocabulary with definitions, and the vertical concept the area of learning falls within.

PSHE at Marlborough Road Academy is embedded into the curriculum.

Some aspects of PSHE are part of everyday life at Marlborough road, such as the importance of cooperative learning, which is promoted through our school family, class family and Kagan structures.

Other parts of the PSHE curriculum are taught discretely through assemblies and themed weeks. The rest of the PSHE curriculum is delivered in discrete lessons which take place weekly.

Relationships and Sex Education is taught mainly in Summer term, although different aspects of relationships, such as friendship are touched on throughout the year.

Cooperative learning is an important part of PSHE. At Marlborough Road we are committed to ensuring that children have their own thoughts and ideas and feel safe and confident to express them to others. The use of Conscious Discipline and Kagan structures help children to feel a strong sense of belonging and involvement.

Impact

Following Rosenshine's Principles of Instruction, retrieval practices are embedded across the curriculum as a teaching tool to ensure children know and remember more.

Weekly Retrieval practices are used every lesson to review prior learning. This is used at the start of the lesson and may be done through a paired/Kagan discussion. Reviews are also used throughout the lesson as a mini plenary or as an exit task. This is embedded practice throughout school and demonstrates how well children can remember and recall key knowledge. It also enables teachers to identify gaps in knowledge and/or address misconceptions within the moment feedback.

Spaced Retrieval is used in a similar way to the daily tasks, however a longer period of time is left before asking children to recall knowledge

Progress is demonstrated by children knowing and remembering more and by them being able to keep up with the demands of the curriculum.

Post Learning quizzes are used at the end of the unit. The purpose of these quizzes is to assess how much key knowledge the children have remembered. The questions focus on the knowledge children can remember and not the activities completed. Post learning quizzes allow teachers to identify any gaps in knowledge and ensure appropriate children are targeted for support.

SEND children are assessed in the same way however their barriers are removed. For example, if a child's specific needs relate to writing, they may have a scribe/multiple choice to help them answer the

same questions as the other children. Additional time may be given; breaks and smaller groups used, which is our everyday practice for children with identified needs.

Formative assessments are used as ongoing assessment tool. These opportunities throughout the lesson allow teachers to identify gaps in knowledge, misconceptions and where knowledge may not be embedded. Teachers use in the moment feedback and adaptations to planning to address these as they arise.

Assessment is made by observing children's work and discussions.

Our curriculum is both ambitious and challenging. If children are able to keep up with the demands of their lessons, they will make progress.