



Intent, implementation, and impact Statement: PSHE at Burford CofE Primary School



At Burford, we are **'Rooted in love, growing in trust and blossoming with courage, prepared to flourish in God's world.'**

The importance of understanding that each of us is rooted in love is not under-estimated at Burford:

'Love always trusts, always hopes, always perseveres.'
Corinthians 13:7

Trusting in love gives us the courage to be ourselves. Courage is from the Latin 'coeur' which means 'To tell the story of who you are with your whole heart'. Our intention is for our pupils to leave Burford prepared for 'Life in all its fullness' and ready to tell their own stories.

Our Christian vision has driven us to create a bespoke curriculum for our pupils that pursues the acquisition of wisdom, knowledge and skills alongside educating for aspiration, dignity, and respect. It is also our intention to nurture a sense of community, so that all members of our school develop a deep sense of belonging, both locally and within the wider world. We believe that these attributes will support our pupils to live well together and flourish, as they move on to High School and beyond.

Our curriculum offer is therefore divided into three focus areas: **'Head, Heart and Hands'**:

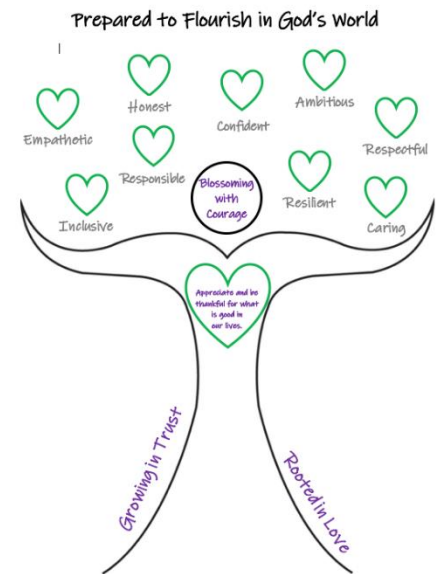
Head – Rigorous academic study. Enabling pupils to learn more and remember more, creating a change in long-term memory.

Heart – Living wholeheartedly. Choosing our own path, free from stereotyping; being curious, aspirational, confident and resilient.

Hands – Courageous advocacy. Developing a greater awareness of the challenge's others face in life and how we can make a difference in our school community, local community and further afield.

At Burford CofE Primary School, we believe that a carefully sequenced curriculum can empower our pupils and reduce social inequality, whilst providing the knowledge they need for the next stage of their education. We view our curriculum as a progression model: the mapped-out journey of concept building leading to a change in long term memory and an increase in knowledge. Through interleaving concepts throughout the curriculum, the children will develop a deep and rich understanding, meaning that the knowledge that is acquired is more likely to be remembered.

Our curriculum sets out WHAT will be learned and WHEN it will be learned.





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C U R R I C U L U M I N T E N T

Our curriculum sets out: the significant and key knowledge that pupils should know and remember as well as the skills that the children will develop and build on; the key concepts that children will return to in different contexts and year groups; the prior learning that the children can build on; the vocabulary that will be introduced as well as the sequencing and progression of the units to be taught.

The importance of PSHE at Burford School

Through our PHSE curriculum children learn the skills that will support them as they grow and flourish into adulthood. They will understand how to eat in a healthy way and maintain a healthy and active lifestyle, enabling them to keep physically and mentally healthy.

- Have a developing understanding of age-appropriate healthy relationships.
- Have an understanding of British Values.
- Understand how to engage with the views, beliefs and opinions that differ from their own, developing understanding and appreciation for these differences.
- Understand how to be responsible, respectful and active citizens, who can contribute positively to society.
- Know how to debate ideas in considered and age-appropriate ways.

What PSHE looks like in our school:

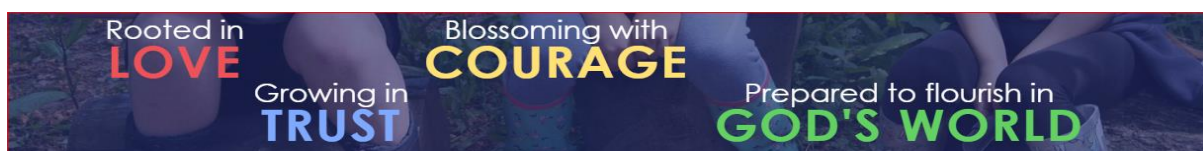
A rolling programme of content based on the PSHE Association Question based model curriculum. The three core themes from the Programme of Study are fully - Health and Wellbeing, Relationships or Living in the Wider World. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

Our philosophy:

Through the delivery of PSHE our children will acquire knowledge, understanding and the skills they need to manage their lives now and in the future.

To provide our children with experiences to develop the qualities and attributes that they need to thrive as individuals, family members and members of society and the global community. This is the knowledge and understanding gained at each stage: Through the teaching of PSHE we deliver a broad and balanced programme using three core themes -Health and Wellbeing, Relationships or Living in the Wider World.

Promoting the spiritual, moral, social, cultural, mental and physical development of pupils sits within this curriculum and is also delivered through or Flourishes and





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Worship. We prepare pupils at school for the opportunities, responsibilities and experiences of later life. British values are promoted through school life and the teaching of the PSHE modules. Relationship and Sex Education (RSE) will be taught sensitively through this programme and will be age-appropriate themes. Pupils will develop confidence, resilience, independence and strength of character through the participation in PSHE lessons.

By the end of EYFS pupils will:

Have had an opportunity to have started to explore the PSHE relevant to the age and stage of development focussing on the key values to let children build their capacity for learning and equip them for life.

Pupils are confident, resilient, independent and develop strength of character in line with their age and developmental stage.

By the end of Key Stage 1 pupils will:

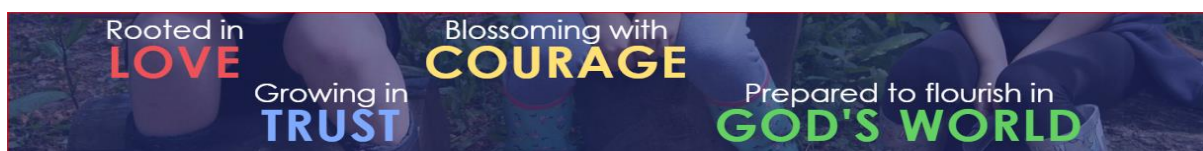
- Have built on their knowledge of the three core themes including what helps us to stay healthy and safe, what jobs people do and what we can do with money.
- What is the same and different about us and who is special to us.

This is delivered in an age appropriate and sensitive manner.

By the end of KS2 pupils will:

- Have greater understanding of themselves, their feelings and emotions, the world around them, relationships and cultural difference.
- During the later years of key stage 2 pupils will also complete Relationship, Sex and Health education in line with the statutory 2020 guidance. The programme will also be used to deliver these topics which will cover relationships, health and the changing adolescent body

These topics and themes will be taught in a sensitive and age-appropriate way.





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C U R R I C U L U M I M P L E M E N T A T I O N

Our curriculum is ambitious for all pupils, regardless of their starting point. We aim for our classrooms to be places of 'high demand – low threat'. We provide support through modelling, paired talk, scaffolding and worked examples rather than highly differentiated activities or sheets. We aim to offer all children the opportunity for stretch and extension, through offering challenging tasks that build on the core learning.

Opportunities to use high quality texts are identified in all curriculum areas. Reading is not only an important skill in its own right but can expose children to new vocabulary as well as provide a richer understanding of a topic which can underpin their new knowledge.

New vocabulary is prioritised frequently and is recorded on our working walls in order to support pupils to become familiar with it and use it in their own work and talk.

We support pupils to know more and remember more through offering frequent opportunities for retrieval practice.

How does it work in PSHE?

- Each Class will cover at least one question from each core theme over the year.
- At either KS1 and/or KS2 each child will have an opportunity to take part in a Young Leaders award. This covers elements of each of the three core themes and results in a community action project where the children develop leadership skills.
- At the beginning of each academic Year the children will begin by understanding our school vision in order that they enrich the relationships core theme.

What do adults do to enable children to flourish in PSHE?

- Deliver exciting progressive units which build on prior knowledge to enable a greater capacity for learning and equip each child for life.
- Create a learning environment that supports learning and that engages children's interest.
- Engage in any relevant CPD and use the PSHE website for live updated quality assured material.





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How do we help children who need additional support?

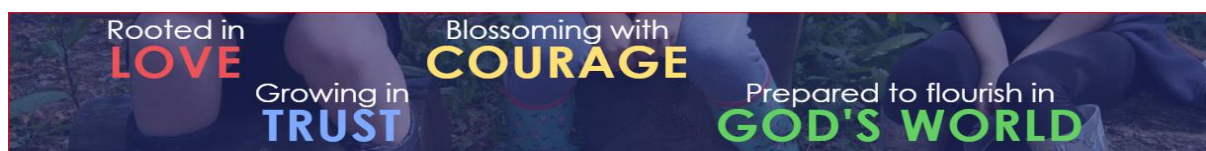
- We will always give a child the opportunity to talk to a member of staff if they wish after a lesson has been delivered to ensure their wellbeing is being supported.
- Work can be differentiated so that all children are able to meet the learning objective.
- Small group/1:1 adult support given where required.
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.

How do we challenge children in PSHE?

- Learning is differentiated when necessary.
- Challenge through questioning.

How do we ensure all children can access the PSHE curriculum?

- Children who have SEN or EAL needs pre-taught when appropriate.
- Seating children alongside good role models to support one another.
- By providing visual/practical prompts.
- Teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama.





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The impact of children's progress and their ability to know more and remember more will be visible through a range of methods. These may include end of unit assessments or quizzes, hot and cold tasks, spoken responses, progress over time in pupils' books, extended writing or even an end of unit project.

What will you see in PSHE

- Engaged learners. ·
- Children and teachers posing questions for research. ·
- Paired/group work. ·
- Children discussing, reflecting and sharing their learning. ·
- Self-motivated children.

How do we know how well our pupils are doing in PSHE?

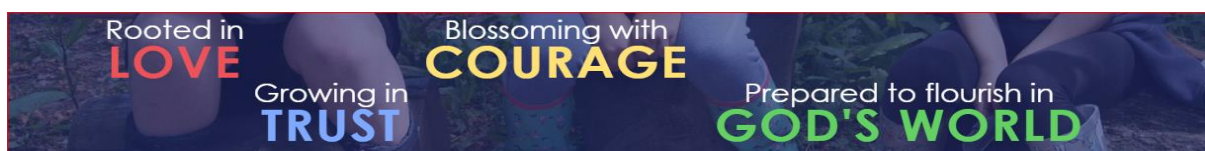
- Weekly lesson specific for each year group.
- Marking and feedback by teacher and peers.
- Photographic and video evidence.
- Displays of work in classes.
- Book scrutiny, pupil interviews

What do we do with the assessment data we collect?

The lesson objectives are used each lesson to support formative assessment and forward planning. Some units will start with cold tasks in order that the teacher can assess prior knowledge and measure progress.

How do we know that our children are flourishing in PSHE?

- Children who have the ability to build on their capacity for learning by being: Inquisitive learners. - Reflective learners. - Children who are equipped for life by being well- rounded human beings.
- Through the delivery of the PSHE and RSE subject's pupils will:
 - Understand how to eat in a healthy way and maintain a healthy and active lifestyle, enabling them to keep physically and mentally healthy.
 - Have a developing understanding of age-appropriate healthy relationships.
 - Have an understanding of British Values.
 - Understand how to engage with the views, beliefs and opinions that differ from their own, developing understanding and appreciation for these differences.





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- Understand how to be responsible, respectful and active citizens, who can contribute positively to society.
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What is Cultural Capital?

The National Curriculum defines cultural capital as: ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

PSHE at Burford Primary School provides children with a rich curriculum building knowledge of ourselves and the world around us. Through 3 core themes children gain, discuss and debate information, facts and experiences to develop understanding of real life situations and scenarios that they will encounter now and in life beyond school. Children are prepared and supported to tackle challenging issues and are exposed to relevant places that they can gain help and support if needed. Each school year children revisit each theme building on their current understandings in order to develop and deepen their knowledge allowing them to feel empowered and inspired for their futures.

Through a rolling programme with SMSC links of

- PSHE knowledge**
- Curriculum flourishes**
- spiritual capacities**
- British Values**
- Christian Values**
- Global Goals**
- Young Leaders Award**

The children develop skills and behaviours that will support them throughout life.

Skills

The children use an emotions quadrant to identify and label emotions. They are taught how to regulate these emotions in order that they can take on new knowledge and make considered choices.

Children are also taught fundamental listening and speaking skills. Through group discussions children become aware of how everyone is different and have





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different thoughts and opinions and it is important to listen and discuss before coming to conclusions. They are also taught the importance of respecting others confidentiality and privacy.

Our restorative behaviour policy helps the children practise these skills as they arise.

Other useful information: Suggested Reads

[VirtualLibrary-Parklands.pdf \(parklandsprimary.org.uk\)](https://www.parklandsprimary.org.uk/VirtualLibrary-Parklands.pdf)

