




















# Personal, Social, Health and Economic PSHE Curriculum





# Ankermoor Primary Academy Curriculum



|                                  |   |   |  |  |   |  |   |   |   |
|----------------------------------|---|---|--|--|---|--|---|---|---|
| <p><b>Aim</b></p>                | <p><b>Learn together, achieve together</b><br/>                 At <u>Ankermoor Primary Academy</u> we intend that all pupils, regardless of background, develop the knowledge and character needed to flourish in life.<br/>                 We aim to 'inspire all to excellence'</p> |   |  |  |   |  |   |   |   |
| <p><b>Trust Vision</b></p>       | <p><b>Inspiring all to excellence</b></p>   |   |  |  |   |  |   |   |   |
| <p><b>Trust Values</b></p>       | <p><b>We care</b></p>    | <p><b>We leave no-one behind</b></p>  | <p><b>We celebrate individuality</b></p>  | <p><b>We are brave</b></p>  |   |  |   |   |   |
| <p><b>Fundamental values</b></p> | <p><b>High Expectations</b></p>    | <p><b>Perseverance</b></p>             | <p><b>Enjoyment</b></p>                   | <p><b>Respect</b></p>       | <p><b>Trust</b></p>  | <p><b>Responsibility</b></p>  |   |   |   |
| <p><b>Big ideas</b></p>          | <p><b>A</b><br/>Adventure</p>   | <p><b>N</b><br/>Nature</p>  | <p><b>K</b><br/>Knowledge</p>  | <p><b>E</b><br/>Enterprise</p>   | <p><b>R</b><br/>Relationships</p>   | <p><b>M</b><br/>Movement</p>   | <p><b>O</b><br/>Observe Critically (evaluating)</p>                                   | <p><b>O</b><br/>Observe Thoughtfully (empathising)</p>                                | <p><b>R</b><br/>Respect</p>   |
|                                  |    |                                      |    |                           |                    |                             |  |  |  |
|                                  |   |   |  |  |   |  |   |   |   |



# Curriculum Intent



**Builds on our fundamental values of 'High Expectations, Perseverance, Enjoyment, Respect, Trust and Responsibility'.**

**Promotes a life-long love of learning.**

**Enables children to offer opinions and reason articulately, whilst also being able to debate and disagree respectfully.**

**Raises aspirations and open's their eyes to a world beyond their immediate surroundings.**

**Promotes practical everyday life skills that prepares our children for the future.**

**Enables children to become active learners who are positively engaged in the acquisition of skills and knowledge.**

**Promotes creativity, curiosity, and confidence.**

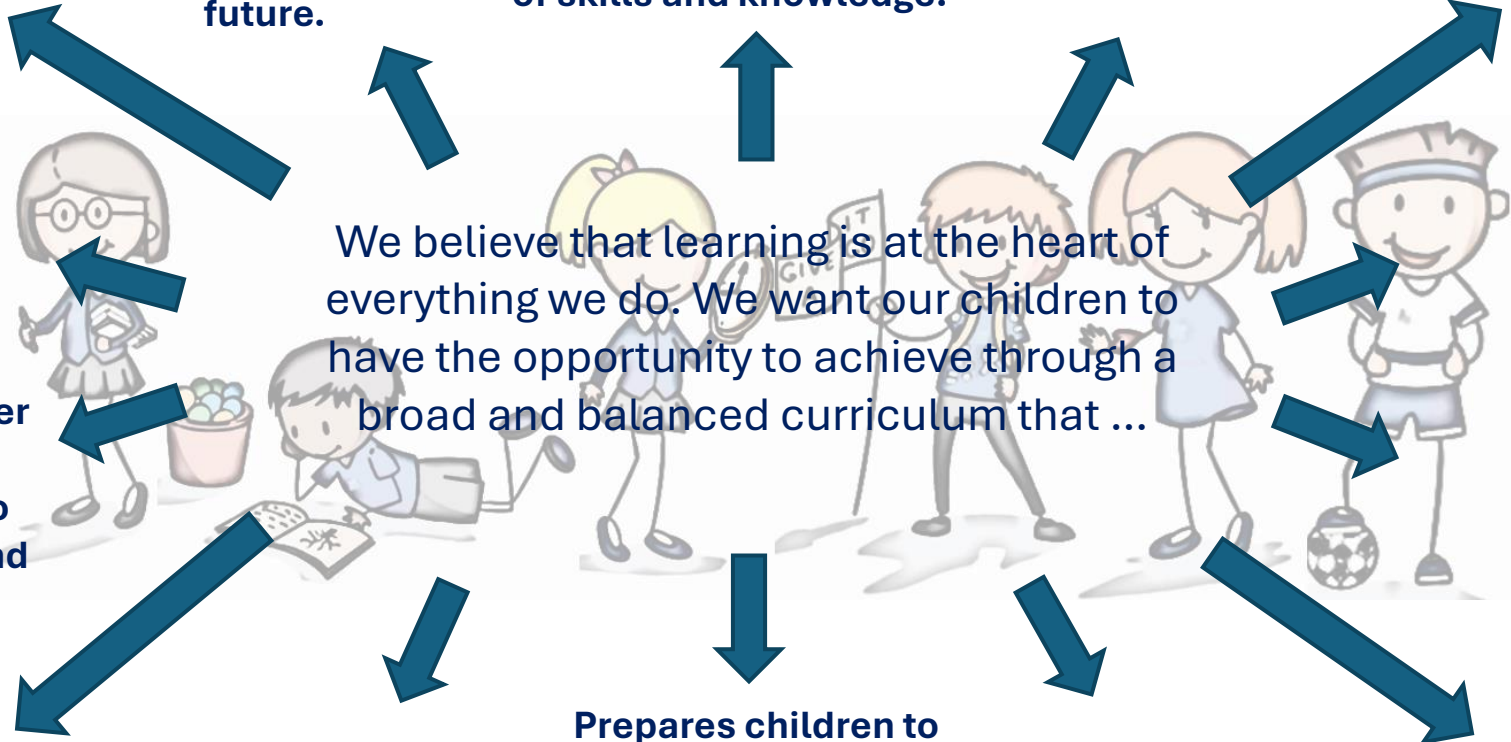
**Allows children to be able to reflect on their learning and to improve their own work.**

**Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge.**

**Builds character, resilience, self-motivation, and a will to succeed.**

**To provide opportunities for our children to learn in different ways and to have a wide variety of learning experiences.**

**We believe that learning is at the heart of everything we do. We want our children to have the opportunity to achieve through a broad and balanced curriculum that ...**



**Develops a hunger for knowledge and to have the resilience necessary to tackle challenges and problems.**






**Prepares children to take risks and learn from their mistakes.**

**To enable children to develop as independent learners as well as being able to work collaboratively.**

**Subject Specific Sequencing and Key Concepts:** Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See PSHE long term plan with key concepts)







**Big Ideas:**

These are the overarching ‘*Anker Moor*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘Observing Critically’; making observation in Science, identifying main ideas within a text in English, observing and critiquing artwork, analysing data sets in maths, evaluating historical sources, observing local ecosystems within Geography, self reflection and critical thinking in PSHE.









|   |   |   |  |   |   |   |   |   |
|---|---|---|--|---|---|---|---|---|
| <b>A</b>  | <b>N</b>  | <b>K</b>  | <b>E</b>   | <b>R</b>  | <b>M</b>  | <b>O</b>  | <b>O</b>  | <b>R</b>  |
|  |  |  |  |  |  |  |  |  |

**Character Virtues:**

These are the underpinning qualities and character traits that we desire all of our children, and staff, to demonstrate.

|   |  |   |   |   |  |
|---|--|---|---|---|--|
| <b>High Expectations</b><br> | <b>Perseverance</b><br> | <b>Enjoyment</b><br> | <b>Respect</b><br> | <b>Trust</b><br> | <b>Responsibility</b><br> |
|---|--|---|---|---|--|

# IMPLEMENTATION – Our approach

| A   | N   | K   | E  | R   | M   | O   | O   | R   |
|---|---|---|--|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |

**PSHE** at Anker Primary Academy, is taught by following the scheme of work from 1decision. We chose 1decision as it enhances Primary PSHE and RSHE provisions, supports the introduction of British Values and Protected Characteristics to ultimately improve personal development for every pupil.

*‘The 1decision suite of life skills resources are recommended for children aged 3-11. Our modules, which have been created to support Early Years (PSED), Primary PSHE and SMSC development, cover statutory Health and RSE education, as well as personal safety, British values, the working world, feelings and emotions, online safety, media influences and so much more.’ (1decision)*

# IMPLEMENTATION – Our approach

## PSHE

At Ankermoor Primary, we strive to give all our children an enriched curriculum across each subject. Ankermoor Primary Academy is a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. Through our teaching we encourage children to build their own resilience and to develop a steady growth mindset. The teaching and learning of PSHE supports and upholds this vision.

PSHE deals with the diverse beliefs, values and attitudes that individuals and societies hold. We want to help pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. PSHE helps children to acquire British values and attitudes, which are necessary if they are to make sense of their experiences within school and life itself. PSHE education cannot exist in isolation. It is underpinned by our own school values of having high expectations, perseverance, respect, responsibility, trust and enjoyment in everything that we do.

Through PSHE, we believe we can enhance children's education and help them become caring, respectful and confident individuals. We endeavour to help children learn about the importance of healthy, respectful relationships, focusing on family and friendships.

## RSE

At Ankermoor, we believe in teaching children about healthy relationships with friends and family, developing a good understanding of what healthy future relationships can look like. We work hard to ensure all our children are taught how to be healthy and safe in their lives and choices they make; this includes recognising and forming positive life sustaining relationships with others both in the real and virtual world.

Staff at Ankermoor Primary Academy create a positive attitude towards history learning both inside and outside the classrooms and promote the expectation that all children can achieve highly through adaptive teaching. Recall, repetition, modelling and practice are key facilitators used to support all children in their learning. Key vocabulary is an integral part of each unit of work, enabling children to have a greater understanding of important key concepts, '*Golden Threads*', thus enabling them to communicate PSHE information.



## EYFS Development Matters 2020: Personal, Social and Emotional Development

PSED is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

## Key Stage National Curriculum Expectations: Personal, Social, Health and Economic Education (PSHE)

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, 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.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

## Relationships and Sex Education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

When any school provides RSE they must have regard to the Secretary of State's guidance, this is a statutory duty.

# IMPACT– Our approach

At Ankermoor Primary Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, low-stake quizzes and work produced which is evidenced in children's books, displays.

Impact is also measured at the end of a unit of work through:

- the use of subject specific Assessment One Notes
- Internal and external picture building

