

**St Thomas More Catholic Primary School Curriculum Statement
Incorporating Fundamental British Values, SMSC, RSE and PSHE**

A community working through prayer, celebration and learning, to achieve excellence.

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. Provide sufficient funding to ensure that implementation is high quality. • To work with staff as in this for ever changing world, that the children are aware of the different factors which will affect their world and learn how to deal with this so they have good mental health and well- being. • To make sure our children become healthy, independent and responsible members of society. It aims them to understand how they are developing personally and socially tackles moral, social issues growing up. • To follow our Journey in Love programme to enable that are children how to be safe and to understand and develop healthy relationships. 	<p>Our typical teaching sequence will be:</p> <ul style="list-style-type: none"> • The Big Picture' - setting the PSHE learning that is about to take place within the chronology of pupils PSHE learning to date. Starting with what the children know, understand, are able to do and able to say. • Review most recent learning in PSHE. • Specify key vocabulary to be used and its meaning • Provide relevant and realistic information, which reinforces positive social norms. • Provide opportunities for the children to work interactively with the teacher acting as the facilitator. • Provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions. • Individual reflection on the learning that has taken. • EYFS - It is taught as an integral part of topic work and is embedded through the curriculum. The objectives are taught are Personal, Social and Emotional Development statements form 'Development matters in the EYFS and PSED Early 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • All children understand the important of PSHE,RE SMSC , RSE and PHSE and the effects it can have on life in and out of school. • Children stay healthy, building self esteem, empathy and resilience. • A developed understanding of what it is to be healthy, independent and responsible members of society. It helps them understand they are developing personally and socially and tackles many moral, social and cultural issues growing up. • To be able to understand their emotions. • A positive self esteem. • A secure understanding of the key techniques and methods for each key area of the curriculum. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing PSHE, their own work and identifying their own strengths and areas for development .

	<p>Learning Goals.</p> <ul style="list-style-type: none"> • Key Stage 1/ Key Stage 2 : Taught through the scheme - Cambridgeshire Primary Personal Development Programme. We cover this through Myself and My Relationships, Healthy and Safer Lifestyles, Citizenship and Economic Well being. - 'Aims to prepare children for life, helping them to know the value and relate to the world.' • Journey in Love - Catholic Scheme of Work followed from EYFS to Year 6. 	
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as citizens. • Ensure an appropriate progression of PSHE skills and knowledge is in place over time so that pupils are supported to be the best citizens they can be and challenge teachers to support struggling learners and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include high quality WAGOLs, including actual pieces of work and known citizens, and carefully chosen vocabulary, which are regularly updated. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of Personal, social and health skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the PSHE curriculum.

<p>builds on prior learning.</p> <ul style="list-style-type: none"> ● Identify inspirational people who underpin specific areas of the curriculum and raise aspirations for pupils. ● Keep up to date with current PSHE research and subject development through an appropriate subject body or professional group. 		
<p>The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> ● Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. ● Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. ● Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> ● Engaged because they are challenged by the curriculum which they are provided with. ● Resilient learners who overcome barriers and understand their own strengths and areas for development. ● Able to critique their own work as a citizen because they know how to be successful. ● Safe and happy in PSHE lessons which give them opportunities to explore their own social development. ● Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on PSHE skills and knowledge ● Develop Personal, social and health skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> ● Celebrate the successes of pupils through planned displays. ● Collate appropriate evidence over time which evidences that pupils know more and remember more. ● Monitor the standards in the subject to ensure the outcomes are at expected levels. ● Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.