



**Creativity**



**Challenge**



**Community**

## St Mary's Subject Intent Document

### Our Curriculum Intent at St Mary's CE School:

To develop a carefully designed, **sequential** curriculum, underpinned by **progressive knowledge and understanding**, equipping our children for their future lives. It is **aspirational**, providing **problem solving**, challenge and **creativity** whilst developing character including **responsibility, reliability and perseverance**. The curriculum ensures the children are able to **celebrate uniqueness and diversity** and apply their **learning to positively impact the local, national and global community**.

In order to achieve our Curriculum Intent, we have designed our curriculum around the following **Principles of design**:

- **Core and Progressive knowledge – a minimum entitlement that all pupils will be required to know, grounded in the National Curriculum**



#### Creativity

We design our curriculum to be as creative as possible, inspiring through first hand experiences which are inclusive and meeting the needs of the individual. We aim to learn and think creatively through a broad curriculum which enables all learners to discover, celebrate and nurture their talents.



#### Challenge

Inclusively, we aim to challenge all pupils through high expectations of behaviour and academic success. Working collectively, supporting one another, our curriculum broadens children's life experiences and enables children to take risks in a supportive environment. Central to this, is building self esteem and encouraging deep thinking, valuing pupil voice and providing rich learning experiences.



#### Community

Not only do we engage the community in learning, but we encourage sharing learning with the community. We aim to provide a curriculum which establishes a good foundation to enable our children to be inspired to make a difference in the world. Outdoor learning and taking responsibility for the environment is central to this as well as contributing meaningfully to our local, national and global community.

## End points of our curriculum:

<b>Principles of design</b>					
<b>Aspiration</b>	PP / SEND / HAPS / EAL	Extended experiences	Subject related careers e.g. how learning is applicable / related to real world situation		
<b>Core Knowledge</b>	Subject based				
<b>Procedural / Powerful Knowledge (skills)</b>	Literacy / numeracy reinforcing opportunities within subjects	Debate / oracy skills and confidence	Opportunities to grapple with big concepts / ideas	1. Communication 2. Problem solving 3. Resilience 4. Initiative 5. Organisation 6. Teamwork 7. Digital literacy 8. Creativity	
<b>Developing Cultural capital</b>	Student Entitlements (e.g. trips / out of school clubs / residential)	Vocabulary extension and aspiration	Wider reading (stretch & challenge texts)	Engaging with inspirational visits and visiting speakers	School Values: Trust Responsibility Respect Honesty Perseverance
<b>Developing Character</b>	Values being lived out in practice	Excellent behaviour for learning	Attendance and punctuality	Independent study skills	
<b>Creativity</b>					
Identifying and addressing <b>Context</b> specific need <b>Community</b>	Healthy lifestyles (Healthy relationships)	Rural Engagement with Yorkshire Dales and Lake District	Developing Understanding of Diversity within the country and world		
<b>Learning is Sequential</b>	Key themes enhanced by Rosenshine's Principles of Instruction				



### PHSE subject Intent:

Our intent is comprised of the following 3 sections:

1. Our vision for the subject and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

#### **1. Our vision**

**At St. Mary's we have worked hard to ensure that our PHSE curriculum is a progressive document that builds on key skills and concepts as the children move through the school from the early years through to year 6. The curriculum deals with the diverse beliefs, values and attitudes that individuals and societies hold. They help pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. The PHSE curriculum aims to build on the values from school of honesty, trust, perseverance, respect and responsibility and give the children the tools to become global citizens who are resilient, have the ability to question things, are empathetic and supportive of others similarities and differences and believe in their own power to change the world around them.**

## **2. Our key concepts and core domains of knowledge**

At Key Stage EYFS, learners will experience a broad a rich curriculum comprising:

- Modelled play opportunities, where children will develop their interactions with others to allow them to play co-operatively with each other.
- Rich book based approach to help children develop their communication skills and start to understand their own feelings .

At Key Stage 1, learners will study in the PHSE curriculum. Over the life of their learning, learners will study:

- About relationships: that everyone is different, how to be a good friend, who is special to them and about being kind to our friends.
- Health and well- being; what helps us to keep and stay healthy, how we stay safe and how we can recognise our feelings.
- Living in the wider world; the jobs people do, how we can look after each other and the world.

At Key Stage 2, learners will study in the PHSE curriculum. Over the life of their learning, learners will study:

- About relationships: being a good friend, how to communicate with friends safely, how friendships change as we grow
- Health and well- being: looking after ourselves by eating well and being active, learning the strengths, skills and interests we have and learning about what to do in an emergency.
- Living in the wider world: about the community and their role in it, how the choices they make can affect others and the environment, the jobs they would like and how the media can influence people.

## **3. The end points of our curriculum**

Our learners will be able:

- To use the vocabulary of community, citizenship, environment
- Develop empathy skills, have the ability to self-regulate, social awareness of differences, awareness of how to look after ourselves and what that means.
- Understand the place of PHSE in culture / wider world
- Foster a lifelong interest in the world around them and their role in looking after the place they are in.

By the end of each year our learners will be able to:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings.</li> <li>• Give focused attention to what the teacher says.</li> <li>• Be confident to try new activities.</li> <li>• Explain the reasons for rules</li> <li>• Manage their own basic hygiene and personal needs.</li> <li>• Work and play co-operatively</li> <li>• Form positive attachments with adults and friendships,</li> <li>• Show sensitivity to their needs and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what is the same and different about themselves.</li> <li>• Share who is special to them</li> <li>• Talk about what helps us to stay healthy.</li> <li>• Talk about who keeps us safe</li> <li>• Talk about what we can do with money</li> <li>• How can we look after each other and the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what makes a good friend.</li> <li>• Explain what bullying is.</li> <li>• Talk about the different jobs people have.</li> <li>• Explain what helps us to stay safe.</li> <li>• Talk about what helps us to grow and stay healthy.</li> <li>• How do we recognise our feelings?</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how we can be a good friend.</li> <li>• Talk about what keeps us safe.</li> <li>• Talk about what different families are like.</li> <li>• Explain about community and what it means.</li> <li>• Talk about why we should eat well and look after our teeth.</li> <li>• Talk about why we should stay active and look after our teeth.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about our strength, skills and interests.</li> <li>• Talk about how we can treat each other with respect.</li> <li>• Explain how we can manage our feelings?</li> <li>• Talk/show how we can help in an accident and emergency.</li> <li>• Talk about different choices and how these can make a difference to the world.</li> <li>• Talk about how we can manage risk in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore what makes a person's identity.</li> <li>• What decisions can people make with money?</li> <li>• Explain how we will change and grow</li> <li>• Talk about how friends can communicate safely.</li> <li>• Talk about how drugs common to everyday life can affect health.</li> <li>• Talk about what jobs they would like.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how we can keep healthy as we grow.</li> <li>• Explore how the media can influence people.</li> <li>• Talk about what will change as we become more independent.</li> <li>• Talk/explore how friendships change over time.</li> </ul>

Explain how your curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Our curriculum works alongside the PHSE association and the framework they have specifically developed for pupils with SEND. It covers the breadth of PSHE education from RSE and health, to economic wellbeing and careers — placing these topics within a context that matches the needs of learners with SEND. It supports schools to tailor their provision by providing tables of learning outcomes for all topic areas, each broken down into six developmental steps.

'The World I Live In' section covers aspects of PSHE relating to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood.