

Clockhouse Primary School

The Clockhouse Curriculum



Our Character Curriculum Rationale

What do we want for our children and how will we work together to achieve this?

At Clockhouse Primary School, we strongly believe that it is our responsibility to enable our children to become healthy, independent, responsible and resilient members of the Clockhouse family and wider community through the Personal, Social, Health and Economics education (PSHE) Curriculum. Our aim is to grow children's understanding of how they develop personally and socially and sensitively address many of the moral, social and cultural aspects that are part of growing up in modern Britain. At Clockhouse, we feel it is important to provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our Character Education curriculum encourages children to develop a sense of self-worth by playing a positive role in contributing to school life and the wider community and we believe that this in turn will grow our pupils into tolerant, respectful and well-rounded citizens. Our Character Education curriculum is bespoke to the needs of our children and is progressive from Early Years to the end of Key Stage Two incorporating our wider PSHE learning, SMSC, our school values as well as the fundamental British Values.

What are we trying to achieve through the Clockhouse Character Education? (*Intent*)

At Clockhouse Primary School, all we do is underpinned by our Values. These Values support our 'Key Character Aspects'. Our aspects are used to ensure all stakeholders know how we want to teach good character to our children – our intent:

- **Resilience**– Resilience is a vital trait for our children, helping them manage challenges, cope with setbacks, and develop a positive outlook. It fosters a growth mindset, perseverance, problem-solving skills, and empathy, preparing them to navigate future challenges with confidence and adaptability.
- **Teamwork**–Teamwork is an essential skill as it teaches our children how to collaborate, communicate effectively, and value diverse perspectives. It helps build empathy, problem-solving abilities, and a sense of responsibility, preparing them to work confidently with others in school and beyond.
- **Beliefs**– Understanding and communicating beliefs is important for our children as it helps them appreciate diversity and respect different perspectives. It promotes empathy, open-mindedness, and a deeper understanding of their own values and those of others.
- **Community**– Developing a strong appreciation for community is crucial. It allows our children to build connections and develop a sense of belonging. It encourages empathy, responsibility, and collaboration, empowering them to contribute positively to the wider world.
- **Self-Awareness**- In order to cultivate and understand their own sense of self, self-awareness encourages an understanding of emotions, strengths, and areas for growth. It strengthens confidence, empathy, and better decision-making, enabling them to navigate social situations and challenges effectively.
- **Integrity**- Developing a strong moral compass is important for our children as it teaches them to act honestly and make choices based on strong principles. It builds trust, respect, and responsibility, helping our children to build positive relationships, articulate right from wrong and develop a strong sense of self.

At Clockhouse Primary School, our commitment to Pupil Voice is demonstrated through engaging partner talk and discussion activities conducted in a safe, nurturing environment where respect and trust are central. These sessions empower children to express themselves honestly and meaningfully, while creating a culture of listening and learning from one another's experiences. We strive to help our pupils develop resilience, learn from their mistakes, and understand the impact of their actions on both themselves and others.

How is the Clockhouse Character Curriculum delivered? (*Implementation*)

In order to effectively implement the PSHE curriculum, we follow a comprehensive and sequential approach that ensures progression, continuity, and coverage across all key stages. The curriculum is tailored to meet the specific needs and interests of our pupils, considering their age, maturity, cultures, and backgrounds. Planned sequences of lessons are supplemented with relevant and up-to-date resources, which are regularly reviewed to ensure accuracy and appropriateness.

Our teaching approach places great emphasis on creating a safe, inclusive, and respectful learning environment where pupils feel valued and free to express their thoughts and concerns. We employ a range of teaching strategies that actively engage pupils in their learning, including discussions, debates, role-plays, group activities, and reflection

exercises. We also incorporate opportunities for active learning, exploring real-life scenarios, visits from external speakers, and the use of technology, to enhance the authenticity and relevance of the curriculum.

PSHE is taught by dedicated and well-trained teachers who have a thorough understanding of the subject as well as its wider implications. The school also ensures that PSHE is embedded across other subjects and the wider school community, reinforcing its importance and relevance in all aspects of pupils' lives.

- The PSHE Curriculum is thoughtfully mapped out in order to reflect our school Values; meet the needs of all children; and that of statutory guidelines set out by the Government.
- Trusted and engaging resources are used to enable a deepening of children's knowledge, understanding and skills throughout the PSHE Curriculum. Character Education runs alongside PSHE and supports the development of essential skills and attributes within the context of planned PSHE and RSE lessons, SMSC and British Values.
- A variety of teaching and learning strategies are used which encourages participation from all learners with specific opportunities for all pupils to develop critical thinking and relationship skills within the RSE curriculum.
- All medium-term planning of PSHE is cross-referenced with progression and assessment documents and the long-term planning to ensure effective coverage. Weekly PSHE sessions are progressive, age-appropriate and timetabled so that it does not become 'lost' within the curriculum.
- The curriculum is planned thoroughly, starting with the children's current knowledge and skills, so that progress can be made and measured.
- Lessons are clearly scaffolded and adapted to meet the needs of all children and provide appropriate challenge for all to exceed their starting point.
- The curriculum is enhanced and enriched through themed weeks throughout the year, including 'Best of British' Week and 'We Are' Week.
- Lessons are delivered through real-life experiences to provide the children with a context for learning and to engage pupils. They offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
- A clear and comprehensive RSE scheme of work within PSHE and in line with the statutory teaching of RSE in the National Curriculum (updated 2021) is implemented. The teaching and learning of RSE is planned carefully in each year group so that children know more, remember more and understand more. The RSE programme of work is well resourced and age-appropriate. Parents are informed of the content of the RSE programme of work during the class transition meetings, planned information sessions, and further support or clarification given if required.

Wider Curriculum

- All subjects are linked to PSHE, British Values and SMSC and staff use the language consistently. Staff regularly provide children with time to consider what is going on in the world around them through watching Newsround, current news sessions and sharing news stories across the school.

Displays across school

- PSHE, British Values and SMSC displays throughout the school reinforce the PSHE curriculum and school Values, enabling children to make links and celebrate diversity and the cultural capital we work hard to promote.

Assemblies

- Whole school and Cluster Assemblies always link to PSHE, British Values and SMSC. Assemblies cover relevant and current issues and include the school Values.

What difference is the Clockhouse Character Curriculum making? (*Impact*)

The impact of our outstanding PSHE curriculum is evidenced by the positive changes it brings about in our pupils' attitudes, knowledge, and skills. Pupils develop a strong sense of self-awareness, resilience, and emotional well-being, as they explore and reflect upon their own feelings, thoughts, and actions. They are equipped with the knowledge and understanding necessary to make informed decisions about their health, relationships, safety, and economic well-being.

Pupils develop effective communication, listening, and problem-solving skills, enabling them to manage relationships, resolve conflicts, and collaborate with others both within and beyond the school community. They demonstrate a deep respect for diversity and value equality, and are empathetic towards others, understanding the impact of their actions and choices on individuals and the wider society. We believe that through this our pupils will be prepared for the opportunities, responsibilities and experiences of later life. PSHE sessions will contribute towards pupils being successful, independent learners who reflect on, identify and transfer what they have learned from school to their lives in the wider community. Clockhouse pupils will be equipped with the strategies, skills and language in

order to realise their characteristics in the real world as well as solve problems and make wise decisions. Children will recognise and apply the *British Values* of Democracy, Tolerance, Mutual respect, Rule of Law and Individual Liberty to not only celebrate themselves and others but to problem-solve in creative ways.

High quality PSHE lessons will help our children to achieve their full potential; view challenges as a means to improve; and set aspirational goals for success in their future, regardless of social standing.

Our PSHE curriculum equips pupils with economic knowledge and financial literacy, enabling them to manage money effectively and make informed decisions about their future aspirations and careers. Pupils develop critical thinking skills, enabling them to analyse and evaluate information, critically engage in issues affecting society, and contribute positively to their communities.

Through our progressive Character Education lessons, Clockhouse pupils will be able to demonstrate the main attributes, attitudes, values and beliefs that make up the complex concept of character. Our six areas of character-values, teamwork, self-awareness, resilience, community as well as integrity (*moral compass*)- are implemented in our curriculum and reviewed annually. They will know how to keep themselves and others safe; develop healthy relationships; manage behaviour and deploy effective strategies in challenges. Pupils will have respect for themselves and others and will be ready to achieve well in life in modern Britain.

By the end of the Clockhouse journey, pupils in RSE will demonstrate confidence and awareness about sex and relationships in an independent and safe way. They will develop a good understanding about safety and risks in relationships and RSE will promote pupil wellbeing and prepare them for the challenges, opportunities, and responsibilities of adult life. Children will have respect for themselves and others as well as develop a positive body image.