

Subject: PSHE

Intent, Implementation and Impact Statement



Intent

Our School Vision

- To improve the life chances of every child through the pursuit of knowledge
- To ensure children are well rounded pupils with strong moral values through the 'Take Care' approach

The intention of Edale's PSHE curriculum is for children to be healthy, independent and responsible members of society, who are able to make good choices and appreciate and respect the diverse and multi-cultural society we live in. We want our children to understand the fundamentals of relationships, health, mental well-being and drug education in order for them to be academically and socially aware of the wider life.

Children take part in interactive workshops, they meet Harold, the giraffe puppet and friends, have discussions and watch short films about healthy eating, drugs – legal and illegal – and their effects, the body and how it works, friendships and their influence, and how choices and behaviours can affect children's health and education outcomes. Coram Life Education's work includes challenging social norms – misperceptions of peers' engagement with risky behaviour – to engender more positive behaviours.

PSHE plays an important role in promoting Safeguarding, Spiritual, Moral, Social and Cultural (SMSC) Education, incorporating British Values, which is implicit in the school ethos and is planned into all aspects of the curriculum. British values and the protected characteristics also feature heavily in our collective reflection curriculum which is taught in addition to our PSHE curriculum.

We want children at Edale to acquire and develop knowledge and understanding of the world around them in order to help them develop as a young citizen.

Implementation

PSHE is delivered through weekly sessions (1 hour) and also is very adaptable and has many cross-curricular links. The 6 topics of PSHE are the same throughout all year groups which are: **'me and my relationship, valuing differences, keeping myself safe, rights and responsibilities, being my best and growing and changing** . Our overview demonstrates which lessons have been covered in previous years and is adapted in each year group to progress and extend childrens' learning. This is vital for children to re-cap and re-call what they have learnt previously to embed their learning into their schema and build on further. Lessons are being updated regularly to fit any current themes and on-going situations that children need to be aware of.

Our curriculum is inclusive of all pupils and uses a range of teaching approaches to ensure lessons are engaging and varied. It uses all representations of all faiths and children with additional needs as examples in stories.

Teachers respond to the needs of their class by adapting approaches where appropriate. For example using pre/post teach for children who speak English as an additional language and additional needs.

Lessons plans give extension tasks for children who complete the main aspect of the lesson. For focus tasks, 3 activities are listed and class teachers can see which activity is 'best fit' for the class or group of children to a particular activity which suits their needs. Lesson plans will give a list of vocabulary used along with pictures for SEN/EAL. Lessons are practical and active to suit the needs of different learners. Our curriculum also uses lots of visual representations and gives ideas of how a task can be set up using physical items to support SEN children.

Our RHE (Relationships and Health Education) unit (Growing and changing) Relationships and Health Education (RHE) is taught throughout the whole school curriculum. This includes within the science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE). Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school. This will cover statutory requirements of the body changing by the DfE.

We have themed mental health awareness days which promote a 'healthy mind and healthy body', mindfulness techniques and provide children with the skills and positive mental attitude needed in order for them to develop positive mental health and resilience.

Impact

Effective teaching and learning in this subject will help children to develop a wide range of life skills and to clarify their attitudes and values in relation to many complex and sensitive issues. As with other practical subjects these skills are not effectively assessed through written tasks alone.

Our assessment tools help us capture children's emerging and developing life skills - including critical thinking, assertiveness, values clarification, decision making, managing risk, operating effectively within the peer group, identifying emotions and knowing how - and who - to ask for help, when needed, to name just a few - in a meaningful way.

We assess **formatively** within and between lessons and ensure appropriate adaptations are put in place to support children. For example, by completing pre-teaches of any challenging texts for those who might need it or by providing dual coded glossaries for challenging words.

We also **summatively** assess PSHE twice a year. Once at February half-term and once at the end of the summer term. This is to track children's progress across years, to provide essential transition information for new teachers and to track the progress and attainment of any potentially vulnerable groups such as SEND or Pupil Premium.

In **EYFS** we assess the children at the end of the year using the Personal, Social and Emotional Development (PSED) Early Learning Goal which is listed as follows:

- Self-regulation
- Managing self
- Building relationships

Knowledge organisers are available for every unit covered which provide children a highly visual record of the key learning elements and has the key vocabulary and re-call of the learning taught.