

## PSHE ON A PAGE



### Intent - We aim to...

We are committed to equipping the children in our care with the qualities and skills they need to become “happy, articulate, resilient, agentic people with the capacity to embrace whatever future they eventually inhabit” (Debra Kidd, 2014)

Support children to express their thoughts, feelings, opinions and ideas clearly and creatively.

Create a culture of sharing, support and wellbeing, in which children feel comfortable to share life experiences and feelings.

Facilitate opportunities which allow our children to access ‘life in all its fullness’. For us this means “people who are flourishing...

- people who have the wherewithal to shape their own life well;
- people who take a delight in learning;
- people who are compassionate, who appreciate the value and preciousness of each and every person and all life on earth; hence people who help to make the world a better place.” (Minchinhampton Primary Academy School Vision)

### Implementation - How do we achieve this?

#### Systematic approaches:

Across the school we use **Coram SCARF (Safety, Caring, Achievement, Resilience, Friendship)**, as the backbone of our PSHE curriculum, ensuring solid coverage of all statutory objectives. We use a bank of supportive resources to dynamically supplement this curriculum when and as necessary. We ensure that the required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work. Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations. The curriculum is delivered proactively, in a timely way and in line with current evidence on children's' physical, emotional and sexual development. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Teachers ensure that pupils' views are listened to and will encourage them to ask questions and participate in discussion. Lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and challenge pupils to develop mutual respect for each other, while appreciating and celebrating difference.

#### PSHE through the wider school curriculum

We touch upon PSHE topics during regular assemblies, external visitors and trips, as well as during lessons in the following subjects:

Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

## Implementation - continued...

### Areas of PSHE:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

### Evidence:

We use floor books across the school to demonstrate class learning in PSHE. Each lesson is evidenced in these floor books. Reception/Year 1 evidence their PSHE learning in a whole curriculum floor book. The children are encouraged to take pride in their PSHE work and evidence their more independent work in Reflective Journals (excepting Reception/Year 1). All children are periodically assessed against a range of tailored summative assessment statements on Target Tracker.

### Early Years Provision:

Through PSHE lessons, continuous provision and Outdoor Learning sessions, children strengthen their knowledge and skills in these areas:

#### Communication and Language

- Listening, Attention and Understanding
- Speaking

#### Personal, Social and Emotional Development

- Self-regulation
- Managing Self
- Building Relationships

#### Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

## Impact - How do we know we've achieved our aims?

Pupils are engaged and thoughtful in lessons.

Pupils are able to confidently express their emotions, thoughts, feelings and opinions. Pupils express their opinions respectfully.

Pupils have strong social skills which equip them to access "life in all its fullness".

Pupils are able to evidence their work both orally and through the respectful and careful use of reflective journaling.

Pupils are able to self-regulate and co-regulate with peers and adults.

Pupils appreciate and celebrate difference, both in school and in the wider world.