
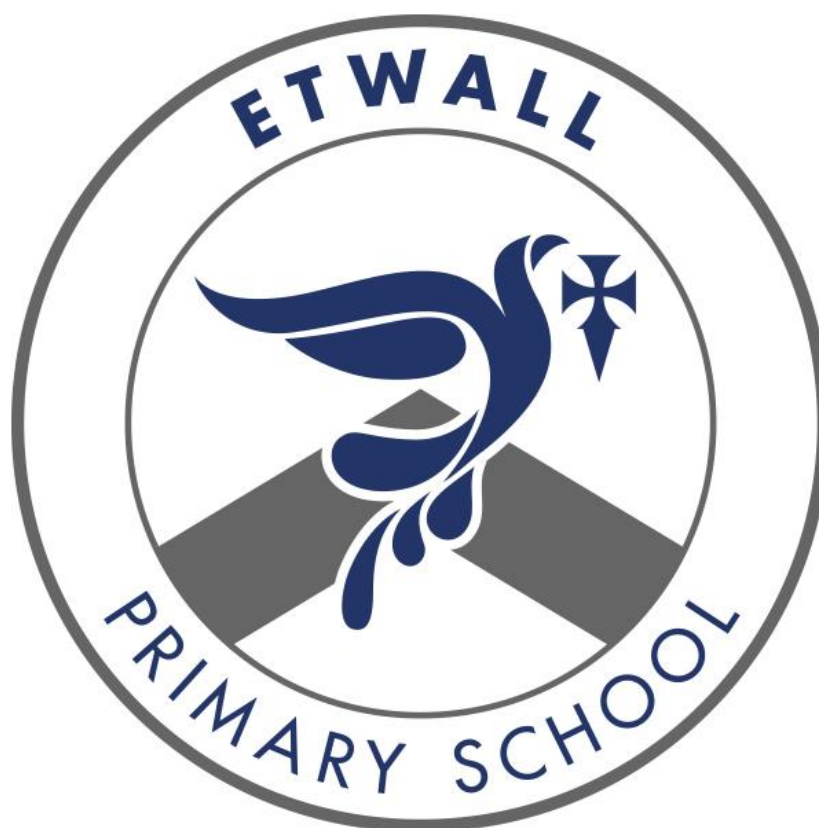


<b>Document owner</b>	Etwall Primary School	<b>Signed by Headteacher</b>	
<b>Author:</b>	Hollie Millward		
<b>Version:</b>	February 2021	<b>Next Review</b>	February 2023



# **PSHE**

## **Intent, Implementation and Impact**

## **Intent**

Our school community is committed to investing in our pupil's physical and mental health and well-being to assist the process of raising the pupil's achievements and supporting our pupils to become respectful, tolerant and resilient members of society. At Etwall Primary School, we feel personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of society. It helps them to develop personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

We provide our children with an enriching and thought-provoking curriculum with opportunities for them to learn about rights and responsibilities and appreciate and respect what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We also instill the importance of being a caring global citizen and ensure that our children recognise the importance of respecting and protecting the environment.

We deliver a PSHE curriculum that is accessible to all pupils which promotes their spiritual, moral, social, cultural, emotional and physical development. We ensure that our children understand how to maintain healthy relationships, how to stay safe and how to develop healthy relationships both now and in their future lives.

## **Curriculum Implementation**

It is important that PSHE is delivered within a safe, secure and supportive learning environment where children's genuine questions and concerns can be sensitively addressed. At Etwall Primary School we offer a wide variety of teaching and learning styles within PSHE, using the PSHE matters scheme of work and R Time resources. We take a positive approach which focuses on what pupils and young people can do to keep themselves and others healthy, safe and to lead happy and fulfilling lives.

Our PSHE curriculum provides opportunities for pupils and to make real decisions about their lives, to take part in activities which can demonstrate their ability to take responsibility for their decisions. We provide a safe and supportive learning environment where pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions.

## **Impact**

Pupils will reflect and transfer what they have learned from one school subject to another, and from school to their lives in the wider community. A sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential. To continue to foster positive relationships with their peers and adults, where they continued to feel valued. To demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Pupils will achieve age related expectations across the wider curriculum.

## Skills Progression

The curriculum is intended to focus on essential core subject knowledge and skills. Our Skills Progression document for PSHE shows the year group expectations and sets out what will be taught in each year group based on the 2014 National Curriculum. Please refer to Appendix 1 for the skills progression for PSHE.

## Assessment

PSHE is assessed in a variety of ways. For example, children may be asked to complete a TRUE and FALSE quiz following on from a piece of work of discussion such as the changes that happen at puberty to identify what has been learnt and to determine whether there are still any areas of confusion or gaps in learning. Children may be asked to complete before and after statements such as 'One new thing I have learnt today is...' or 'One piece of advice for staying safe is...' and these will be recorded in the PSHE class book. Assessment is supported by the following strategies:

- *Observing children at work, individually, in pairs, in a group and in class during whole class teaching.*
- *Using differentiated, open-ended questions that require children to explain their understanding and how they could improve their own performance or that of their team.*
- *Providing effective verbal feedback.*

## Early Years

In the Early Years Foundation Stage, PSHE is taught through the prime areas of learning referred to as personal, social and emotional development (PSED) and Physical Development (PD). We follow the Development Matters Early Years Curriculum which supports children in acquiring a succession of stepping stones that will enable them to achieve their Early Learning Goals in the following aspects: making relationships, self-confidence and self-awareness, managing feelings and behaviour and health and self-care.

## SMSC Development

PSHE gives students the opportunity to explore values and beliefs and to respect the views of others. We give children the opportunity to understand their feelings and emotions and recognise ways in which they can deal with them in order to lead emotionally healthy lives.

**Spiritual education** in PSHE is promoted through a programme that allows pupils to reflect on their own feelings and develop an understanding of the feelings of others. **Moral education** in PSHE provides opportunities for children to recognise the implications of their own actions and the actions of others and they are able to reflect on issues such as bullying and stereotyping. **Social education** in PSHE aims to improve children's sense of identity and community in a global world. **Cultural education** in PSHE teaches our children to appreciate other cultures, understand, accept, respect and celebrate diversity.

## Diversity

Through PSHE, children learn about the diversity of the world in which they live - national, regional, religious and ethnic identities; teachers encourage pupils to think about political, spiritual, moral, social and cultural issues, problems and events and to use their imagination and develop empathy to consider other people's experiences.

### **Equal Opportunities**

At Etwall Primary, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

### **Inclusion**

All pupils are entitled to access PSHE at a level appropriate to their needs. Tasks are well adapted to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults, who are deployed effectively, to ensure that identified children are able to make progress in each curriculum area in order to reach to their full potential.

### **Health and Safety**

The curriculum will be delivered in a safe and healthy manner; every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented.