



## PSHRE

### Intent

Our aims:

- To develop pupils understanding of their own identity, appreciating that we are all unique with different skills and attributes to be proud of.
- To know about different types of relationships and families in our society and to understand the features of a healthy relationship.
- To equip pupils with the knowledge and skills to be able to live a healthy and balance lifestyle.
- To be able to identify and manage risks in different situations and to know how to keep themselves and others safe
- To understand, value and respect the diversity of all individuals within our society, regardless of their beliefs, life style choice or sexuality including LGBTQ+.
- To understand their own and others rights and responsibilities within society, including the importance of consent in different contexts.
- To develop the skills needed to be able to deal with change, including drawing on the inner resource of resilience
- To understand how power can be used in positive and negative ways, and know appropriate ways to manage or challenge it
- To develop the skills of enterprise and economic understanding so they can make a positive contribution to the wider world

### Implementation

PSHE (including relationships and physical health and mental well-being) is primarily taught through a scheme of work produced by Coram Education called SCARF. This scheme covers all requirements of the statutory 'Relationships and Health Education in primary schools 2019' as well as other key aspects of PSHE including economic wellbeing and being a responsible citizen.

The long-term plan is organised into six core themes, which every class covers each year.

Autumn 1	Me and My Relationships
Autumn 2	Valuing Difference
Spring 1	Keeping Safe
Spring 2	Rights and Respect
Summer 1	Being My Best
Summer 2	Growing and Changing

More details about the content in each unit can be found on the long term PSHE plan.

All resources are carefully considered to ensure the content is appropriate for the age and ability of the children.

PSHE is also developed through a wide range of whole-school events, e.g. assemblies, school council meetings, green group, house events and clubs. Throughout the year, teachers provide opportunities for the children to go on trips which provide a wide range of experiences, linked to many different aspects of the world around them. They experience different places of worship as well as different environments in our local area. We also provide two residential visit opportunities in Year 5 and 6, where there is a particular focus on developing pupils' independence, self-esteem, leadership and team work skills.

#### Early Years Foundation Stage

PSHE is taught in the reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, they relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) under PSED and UTW. They follow the SCARF scheme of work. Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

#### Evidence of learning

Evidence of learning in PSHE will take many different forms including:

- Work in books/folders
- Group work e.g. posters
- Whole class mind maps
- Videos of role-plays/ adverts
- Photos
- Annotated planning
- Responses on pupil questionnaires

#### Assessment

Teachers regularly assess the children's work in PSHE by observing them during lessons.

Initial assessments are made at the start of a unit or lesson and then reviewed at the end. These observations and assessments of the children's skills and understanding are used to inform future teaching and learning needs.

#### Impact

The school will measure the impact of the PSHRE curriculum through:

- The number of children meeting key objectives each year

- The children's engagement and enthusiasm in PSHRE activities (learning walks and through pupil discussions)