

PSHE at Surrey Hills All Saints

Intent, Implementation and Impact

Intent

At Surrey Hills All Saints, personal, social and health education (PSHE) enables our children to become confident, responsible individuals who will thrive in modern Britain. Through our inclusive approach, we aim to nurture the children's love of learning and curiosity about the wider world, allowing them to develop their own ideas about many of the moral, social and cultural issues they will face in society. Throughout the school day, our children are immersed in our PSHE curriculum with staff encouraging children to apply their learning from PSHE lessons to everyday situations. Children are encouraged to take part in a range of positive roles to develop their self-worth and enable them to flourish throughout their time at SHAS and beyond.

Our bespoke PSHE curriculum aims to incorporate statutory relationship and health education, sex education as well as additional elements to ensure that all pupils:

- Know and understand what constitutes a safe and healthy lifestyle, the physical and mental changes that will occur as they grow up and the importance of health and hygiene.
- Understand that they have a right to be accepted for who they are and discuss any queries of misconceptions that they have about age appropriate sex education.
- Understand that they have a responsibility to acknowledge and appreciate difference and diversity and be positive members of a democratic society.
- Develop the skills to recognise, form and maintain positive relationships, to keep themselves safe both on and offline, to prepare themselves for later life, to make informed choices and to understand and manage their emotions.
- Develop the attributes of self-respect, confidence and empathy

Implementation

Planning and Teaching PSHE

PSHE, including RHE (Relationship and Health Education) and Sex Education, comprises of at least one 30 minute session each week, however opportunities to teach and model elements of the PSHE curriculum occur throughout the school day and should be seized upon wherever possible. Teachers feel comfortable to add in additional PSHE lessons when needed to address any issues that have occurred e.g. behaviour issues, terrorist attacks. In addition to this, SHAS has developed several PSHE themed weeks throughout the year, where the children take a more concentrated look at a specific topic. During Year 5 and 6, pupils receive a series of stand-alone lessons about Puberty and Sex Education from a trained health professional.

The long term PSHE plan, which incorporates the statutory elements of RHE and Sex Education, should be used to plan and support the delivery of PSHE, RHE and Sex Education. This ensures that there is progression across the 2-year rolling cycle and that teaching is age-appropriate. This is especially important when dealing with sensitive topics. PSHE lessons should be planned so that they are accessible and the meets the needs of all pupils including those with SEND.

PSHE should include a range of activities to encourage the children to explore and demonstrate their understanding of a specific topic. Activities could include discussions, scenarios, debates, drawings, thought bubbles, freeze frames and worksheets.

Celebrating Learning in PSHE

Following theme weeks, children are encouraged to share their learning with the rest of the school allowing all children to gain a better understanding of different aspects of the chosen theme. Children should be celebrated for their learning in PSHE through the use of the school reward system including house points and the good to be green system.

Assessment

Children's progress in PSHE should be continually assessed through formative assessment. This can be achieved through a range of different activities including using thought bubbles to capture the children's understanding of a topic before and after a series of lessons as well as through observations and discussions. Formative assessment should be used to alter PSHE planning for subsequent lessons to ensure that the children are challenged and have a good understanding of the topic.

Twice a year, children are summatively assessed and this data is then analysed by the PSHE subject leader. Children also participate in pupil voice activities to identify any gaps in their understanding of how to keep themselves and others safe.

Resources

Age appropriate resources should be used to ensure quality PSHE teaching. These include:

- NSPCC Pants resources
- The Story Project books and lesson plans
- NatWest MoneySense Resources
- Feelings mats
- Lesson Plans and Resources from the PSHE Association
- Every Mind Matters teaching resources
- Resources provided by the School Nurse for Sex Education

Cross Curricular

Opportunities to teach PSHE are found across the curriculum. Subject leaders are clear about how their subject links to the RHE curriculum and celebrate diversity. Assemblies allow pupils to make links between their learning and our school values.

Events

During the school year, there are PSHE theme weeks which allow the children to explore a specific topic further. Examples of theme weeks include:

- Anti-bullying/Friendship Week
- Keeping Safe Week
- Children's Mental Health Week
- Keeping Healthy Week

Impact

At SHAS, we aim to create learners who feel confident to be themselves and fulfil their potential without fear. We know that an effective PSHE education provides our pupils with the building blocks that allow them to keep themselves safe, make healthy choices and prepare them for life in modern Britain. Throughout our PSHE curriculum we aim to promote the spiritual, moral, cultural, mental and physical development of all pupils. At the end of the year, children are expected to apply the knowledge that they have gained through PSHE lessons to their daily life both in and out of school.

Pupil Voice

Pupil voice tells me that children enjoy PSHE lessons and find their content helpful. Through discussion and feedback, children talk enthusiastically about their learning and the way that PSHE impacts on their lives. They can also talk about how to keep themselves safe, both on and off line, and where they can access support if needed.

Monitoring informs us that PSHE is taught consistently across the school with an element of challenge. Pupils enjoy practical lessons with a view to being 'grown-up' and older children prefer puberty and sex education to be taught by an external professional instead of their class teacher.

Evidence in Knowledge

Pupils can make links between their learning in PSHE and their life outside of school. They know:

- What constitutes a safe and healthy lifestyle
- The physical and mental changes that will occur as they grow up
- The importance of health and hygiene
- They have a right to be accepted for who they are
- They have a responsibility to acknowledge and appreciate difference and diversity
- They have a responsibility to be positive and active members of a democratic society

Evidence in skills

Children are taught to:

- Recognise, form and maintain positive relationships and recognise negative behaviours both on and offline
- Keep themselves safe both on and offline
- Prepare themselves for the opportunities, responsibilities and experiences of later life
- Make informed choices
- Understand and manage their emotions
- Verbalise their feeling or their experiences
- Develop the attributes of self-respect, confidence and empathy

Teacher's subject knowledge ensures that all children make good progress and children have a good understanding of how to apply learnt skills to life in modern Britain so that their cultural capital continues to develop.

At the end of each year, we expect children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention, possibly from an ELSA (Emotional Literacy Support Assistant).

At the end of the key stage curriculum, children should be able to apply their knowledge and skills to life experiences both within and outside school. Examples of this include when children are able to:

- Identify when their relationship with others in school is making them unhappy and be able to resolve the issue either independently or with additional adult support
- Signpost a friend to appropriate outlets of support e.g. class teacher, worry box, Childline
- Take managed risks and explain the risk/reward balance
- Keep themselves safe both on and off line

Deeper engagement is noted through children applying their learning in PSHE to discussions in other subjects in the curriculum as well as by linking ideas discussed in PSHE with their everyday experiences.