

Curriculum Intent Statement: PSHE

PSHE - Intent, Implementation & Impact

What is the Intent of our PSHE curriculum?

At St.Botolph's CE Primary School, it is our intent that children grow up promoting our motto of "New day...endless possibilities". Our aim is to promote aspirational, independent children who are happy, respectful and have self-belief. We want all children to become creative, active and reflective learners, enabling them to be able to respond positively to the opportunities and challenges of a rapidly changing world and promote a commitment to lifelong learning.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching can help prepare pupils to develop resilience, to know how and when to ask for help.

How is our PSHE curriculum being Implemented?

We were recommended by Leicestershire County Council to use Cambridgeshire County Council Programme of Study.

Planning & Organisation

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 (and updates).

In our FS, staff work hard to provide the children with a range of experiences to help them build on their personal emotional confidence through cross curricular activities. Children in FS need to feel safe, confident and independent to enable them to feel they can learn, so this is a high priority throughout the year.

Long-term planning	National Curriculum - The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 Cambridgeshire County Council Programme of Study
Medium-term planning	Cambridgeshire County Council Programme of Study - See Policy for more details
Short-term planning	Weekly planning created in teams, where things cannot be taught discretely we concentrate for certain weeks during the year, i.e. Sex Education. Our whole school ethos is interwoven throughout each school day.

We currently teach Sex Education in year groups separately and have been fortunate to be able to ensure that most teaching groups are around twenty five children. The groups are usually mixed ability and, depending on the subject matter, some lessons may have boys and girls separated if appropriate.

In classrooms, you will see children who are focussed on their learning. Discussion and collaboration is encouraged alongside independence and resilience. We like our lessons to be engaging and enjoyable. Children are given opportunities to repeat and reinforce learning and follow lines of enquiry.

How do we know what Impact our PSHE curriculum is having on pupils?

- ❖ Pupil/teacher 1:1 meetings - Monitoring and evaluation of pupils' characteristics of learning, planning, observation of lessons and pupil voice (See Appendix I for questions).
- ❖ Pupil progress meetings - Middle leaders and Key Stage teams discuss and review pupils' attitudes, and how it affects learning, to then determine any next steps according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding.
- ❖ Assessment - Using the assessment structure from the Cambridge PSHE scheme to assess children at the end of every unit.

The impact of our PSHE curriculum is that children understand the relevance of what they are learning in relation to real world concepts. Pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.

We have fostered an environment where we build on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. It is therefore important to start with identifying their needs to then reflect the universal needs of all children and young people, as well as the specific needs of the pupils in our school or community.

We like to adopt the belief that learning is fun and it is OK to be 'wrong' because the journey to finding an answer or solution is most important. Teachers build good relationships with children so they know when a child is progressing well and when they need help. We encourage an environment where questions are welcomed and it is okay to check and to take a risk. Effort is rewarded and any misconceptions are seen as a good way to reflect on our learning.

We support children to strive to be the best they can be which, in turn, helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Our teachers understand that to get the most from children and young people, academically and emotionally, it is crucial to demonstrate understanding, respect and honesty. This develops via positive relationships and open communication involving active listening, questioning, understanding and responding effectively.

Who else supports the pupils so they can excel and enjoy PSHE?

Working together - Support from Stakeholders

Pupil Voice - Teachers have the opportunity to speak to individual pupils on a one-to one basis termly. They discuss areas of strength and challenge, setting targets to work on. Pupils and teachers also discuss effort, how they are feeling and their friendships.

Parental support - We work with parents to keep them informed of how they can support their child at home and how well their child is doing. For example, we hold parent observation/information lessons to share strategies and methods taught. Parent/teacher meetings are held twice a year and reports are sent out during the summer term. In Years 1-6, copies of Pupil 1:1 meeting sheets are also sent home for parents to see. We also have an 'Open Door' policy and welcome parents in when they have any issues or want to talk to us about any concerns they have.

Family Outreach Worker - Pupils have the opportunity to speak with our qualified member of staff (Mrs Robe) on a Monday or Tuesday if they feel they need support with emotional issues. Teachers also can refer a pupil to speak to Mrs Robe if they have any concerns.

ELSA support - Teachers can refer pupils to Mrs Dakin to receive group or individual support on a range of issues linked to PSHE. These take place in blocks of approx 6 weeks or informal meetings as and when pupils need them.

Reflection area - There are reflection points around the school where adults can allow pupils to spend time there to take time out. There are a range of activities to support their mental health in order for them to feel confident to join back into lessons.

Governor Support - Our PSE governor meets with the subject leader to monitor and discuss. Challenging questions are asked of our subject leader and reports are written.