

Aldermoor Farm Primary School

Our Intent, Implementation and Impact for PSHE

Personal, Social, Health Education including the statutory requirements of Relationships Education and Health Education is taught throughout Year 1 to 6. In the Foundation Stage, PSHE is covered through their personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication.

Intent

Through the PSHE curriculum, by the time children leave Aldermoor farm, they will:

- Know and understand what constitutes a healthy lifestyle including physical and mental health
- Understand what makes for good relationships with others
- Have respect for others regardless of race, gender and mental and physical disability
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and wider community
- Become confident, respectful, independent, responsible and confident members of the school community and society
- Gain the Cultural Capital they need for future success
- We aim to raise pupil's confidence and self-esteem and prepare children for the opportunities, responsibilities and experiences of adult life.

Implementation

At Aldermoor Farm, we firmly believe that a meaningful PSHE curriculum is the key to children becoming confident, tolerant and well-rounded adults.

At the start of each academic year, the Protective Behaviours programme is delivered to all years to develop safety awareness and resilience building.

All pupils have a weekly PSHE lesson which lasts for at least 30 minutes. PSHE is also addressed on a daily basis through questions and as incidents arise. At times, teachers may choose to hold a circle-time session in response to a particular event or issue.

We follow a programme of study developed from the PSHE Association's Primary Scheme of Work, which is recommended by the Department for Education. Medium term planning

is given to all staff which has been developed by PSHE lead in guidance with The PSHE Association to meet the needs of our pupils. Our programme provides a broader, comprehensive education programme including the statutory requirements and it not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils. Using a thematic approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. Each term will cover the core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The curriculum design ensures that the needs of individual children including EAL, SEND and disadvantaged, can be met within the environment of high quality first teaching supported by targeted interventions where appropriate.

In each classroom, there is a feelings board to allow children to communicate how they are feeling throughout the day so that this can be recognised and addressed by the adults. We take a whole school approach using THRIVE. In every classroom, there is a Thrive box with resources which can be used on a 1:1 basis or as a class. The classes carry out activities together and learn different strategies to calm. Additionally, each classroom has a Thrive area where children can go and be calm. We believe that by adopting this approach, we can help our children learn self-regulation and build self-esteem which reinvigorates their ability to engage with learning. Using this approach, we believe we can address children's social and emotional needs and help build their resilience and resourcefulness.

Whole school, key stage and class assemblies provide extra opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

We utilise resources from a range of sources including NSPCC. Visitors such as emergency services, the school nurse and magistrates complement our PSHE curriculum to offer additional learning opportunities.

Impact

- Children will be respectful, independent, responsible and confident members of society within Stoke Aldermoor and the wider community.
- They will be ready for life as an adult in the wider world. Children will be healthy, independent and proactive members of their communities; who have the confidence and knowledge to challenge stereotypes and break perceived barriers.

- The impact of our curriculum will be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and respectful, responsible future citizens.
- The impact can also be seen through our assessment procedures which include a variety of techniques including discussion, evidence of sessions in scrapbooks, pupil self-assessment and peer assessment
- Pupils will have respect for themselves and others and will have the ability to communicate and express their feelings. This can be assessed and reviewed through the use of pupil voice and discussions
- We endeavour for pupils to be prepared for the next phase of their learning journey.