

Subject PSHE



Subject Intent: Our curriculum begins with our children's first-hand experiences building on each child's starting points and develops, year on year, building from the school community to the wider world and beyond. This is planned through a creative and thematic approach to learning, where topics are designed to complement and build on one another with clear progression in skills and knowledge and links so that, in subsequent year groups, they will be able to explore concepts deeper, applying their knowledge in different contexts. Children leave our school as well rounded citizens ready for the wider world with a knowledge of healthy relationships, lifestyles, money and aspirations for their future. We want our children to be happy, to know how look after their own well being to encourage positive mental health.

We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

Catch-Up Plans
A clear focus on children's well being and mental health having missed a chunk of socialising during Covid – many of the children coming up into school now were toddlers during the time schools were closed which can be noticed through their play.

Subject Lead:
Sam Dalton

<p>Teaching</p> <p>Following the PSHE association thematic model supported by other resources. Taught weekly across the Key stages and throughout EYFS learning. Subject Knowledge organisers in place.</p>	<p>Personalised Learning</p> <p>Follow PSHE association model but teachers are able to adapt to children's needs and issues as they arise in class. EG: friendship issues, mental health, self esteem.</p>	<p>Resources</p> <p>PSHE association subscription which has links to various resources elsewhere which are free to access.</p>	<p>Cultural Capital</p> <p>Pupil voice in: Playground buddies Stay safe mentors School council Understanding of money, healthy relationships, safety, health and behaviour towards others.</p>	<p>Assessment</p> <p>Book looks Pupil conferencing Floor books</p>
<p>Inclusion - SEND</p> <p>Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions Differentiated learning IEP Targets</p> <p>SEND document – support pupils to access PSHE.</p>	<p>Curriculum Scope and Progression</p> <p>Exceeds the requirement of the NC through: Component parts are sequenced to build on prior learning Disciplinary and Substantive knowledge mapped out across the school Reconnect lessons to fill any missed, rusty or lost learning Wider curriculum links – PSHE embodies the curriculum – being healthy – science, Money – maths. Looking after yourself in body and mind helps be ready for any learning or opportunities.</p>	<p>Working as a citizen of the world?</p> <p>Children will build up their skills and build upon previous knowledge to create a well rounded person ready for life outside of primary school in the wider community and world. Personal - what makes me unique and special. Social - how I choose to communicate and behave towards others. Health – how I look after myself by keeping clean and staying healthy in body and mind. Economics – understanding the value of money.</p>	<p>Monitoring</p> <p>Book Looks – exercise books and floorbooks Learning Walks Pupil Voice</p>	<p>Outcomes</p> <p>Building upon life skills ready to enter the wider world as a well rounded, knowledgeable citizen.</p>
<p>Disadvantaged Pupils</p> <p>Quality First Teaching. Planned additional support from adults (and as required). Standards and interventions tracked termly by SLT and PP Lead.</p>	<p>Transition</p> <p>Information and data sharing with class teachers – sharing ways to support children with well being and extra needs. Links with secondary school to share information</p>	<p>CPD</p> <p>PSHE Leaders – termly meetings with Kernow Learning PSHE leads</p>	<p>Strengths</p> <p>We have a strong pupil voice in school and children in supportive roles of one another. Parent communication and consultation linked to RSE. Teachers are very reactive to their own class needs when issues arise. Successful Careers day exciting children about their future and learning about other possibilities.</p>	<p>Next Steps</p> <p>Ensure PSHE is continuing to be taught weekly in every year group. Make sure children know what PSHE is and it is explicit that it is PSHE that is being taught.</p>