PSHE at Harrison Primary School

**Intent**

Our intention is that when children leave Harrison Primary, they will be ‘life-long learners’ with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today’s diverse society. The UNCRC is at the heart of our school and thus underpins our ethos, curriculum, attitudes, learning behaviours and class management. Our PSHE Curriculum embodies our School Vision (Life-long Learners….open minds), School Values (Respect, Responsibility, Equality, Collaboration and Honesty) and the British Values. Our approach aims to develop the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.

We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever–changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

At Harrison Primary we have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE within a whole school approach.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Implementation:

Our PSHE programme at Harrison Primary School is taught through questions based units covering three core themes – Health and Well-Being, Relationships and Living in the Wider World. Our programme has a spiral approach, ensuring developmental progression by revisiting themes year on year, building on and extending prior learning. Our PSHE programme covers all of the statutory Relationships Education and Health Education requirements for their phase, within a comprehensive PSHE education programme. We also provide age appropriate sex education in line with DFE Recommendations and taking into consideration the needs of our own school community.

Our PSHE Curriculum supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons. A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In each year group, an introductory lesson provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. Lessons plans include differentiation to stretch the most able learners and give additional support to those who need it. In many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

We use resources quality assured by the PSHE Association or listed on the DFE website.

Planned into each unit is a baseline assessment, which takes place prior to new learning, which is then revisited at the end of a unit. This ensures that we establish the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes our pupils had before any new teaching took place. Our assessments enable us to assess learning and progress effectively. Baseline assessments are also used where appropriate at the start of a lesson and revisited at the end of a lesson.

We use Classroom Monitor for summative assessment, allowing progress to be more formally recorded and tracked.

Impact:

We measure the effectiveness and impact of our PSHE Curriculum in a variety of ways:

1. Formative assessment

Assessment for learning takes place daily and is used to identify individual needs and to inform future planning. The use of Baseline Assessments are essential for effective assessment of learning and individual progress. Children also use self-assessment to identify their own progress, including targets.

2. Summative assessment using Classroom Monitor

 Termly assessments take place to track pupils' progress against age-related expectations for PSHE (Key stage 1 and Key stage 2 expectations)

3. PSHE Lead - lesson observations, learning walks, book scrutiny, pupil consultations, pupil voice.

4. Children in Foundation Stage are assessed within the Early Years Framework and their progress tracked using Tapestry observations.