

## PSHE

### Intent, Implementation and Impact Statements

#### Intent:

At Ashton St. Peter's, PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the "whole child" intellectually, morally, socially and spiritually. Through our whole-school approach to PSHE, we aim to give children the knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the 21<sup>st</sup> Century. Our PSHE curriculum equips children with the ability to make informed choices now and in the future around their health, safety, wellbeing, relationships and financial matters and will support them in becoming confident individuals and active members of society. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core Christian Values.

Children's learning through our programme of study would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'.

#### Implementation:

Our whole-school approach consists of five areas of learning:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited every year to allow children to build on prior learning and the lessons provide a progressive programme. These lessons are further supported by curriculum enrichment opportunities, including areas such as road safety, etc.

The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (specifically in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association's Programme of Study which is recommended by the DfE.

This approach 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. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons provide the opportunity for children to engage in real life and current topics in a safe and structured way through a variety of resources and activities, such as stories, scenarios, role-play activities, etc.

Furthermore, there are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. Our programme of study provides consistent messages throughout the age ranges including how and where to access help.

We recognise the important role of parents and carers and where possible we work with them and include them in their children's learning.

### **Impact**

Throughout our whole-school PSHE approach, teachers use a variety of assessment tools, including assessment quizzes and a 'Knowledge catcher'. Each assessment quiz can be used either at the end of each unit or at both the start and the end to help measure progress and identify any gaps in learning. The 'Knowledge catchers' contain two or three open-ended questions and are

designed to invite pupils to share what they know about the areas of learning within the unit. These can be used at the start of a unit to see what the children already know and to inform future planning. Pupils can then revisit this at the end of each unit to add what else they now know, further demonstrating their progression in learning.

Through having been taught our full PSHE programme of study, children will have met the objectives set out within the Relationships and Health education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing whether and how to get help when needed.