Hollinhey Primary School & Nursery

"Together We Succeed"

Aspire Educational Trust

PSHE Intent, Implementation & Impact Statement

Although PSHE is a non-statutory subject the National Curriculum states that "Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice." Relationship Education is compulsory in Primary schools and is required to follow statutory guidance.

Intent: At Hollinhey we are committed to the development of children's **social, emotional skills**, children's **self-esteem**, their **health and well-being**. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community. This commitment is embodied in the school's mission statement and aims; it contributes to the positive ethos of the school and guides the systems, policies and 'day-today' running of the school.

PSHE (National Curriculum) and PSED (Early Years Statutory Framework) are recognised as an important aspect of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities and developing the knowledge and understanding to make informed choices.

We aim to support all children in developing their self awareness, confidence and self esteem to enable them to:

Honesty **–** Play an active role as a member of a democratic society.

Effort **–** To develop financial capabilities for future economic well-being

Achievement **–** Develop independence and responsibility and make the most of their own and other's abilities.

Respect – Respect differences between people.

Tolerance – Have worthwhile and fulfilling relationships.

Implementation: At Hollinhey PSHE is approached in a variety of ways, using a range of teaching and learning styles. Pupils are taught that PSHE teaches them how to be ***Healthy, Happy and Safe*** – to give them a clear understanding of the subject's core goals.

We place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. These lessons do not have to be singularly taught but permeate through everyday teaching. Pupils are also given opportunities to learn through activities and events, for example fund raising for charities, through links with the community and visitors to school.

PSHE Intent, Implementation & Impact Statement

PSHE is taking place continually in school as an integral part of many aspects of school life.
However PSHE is also regularly taught directly:

- In the classroom as a discrete subject.
- In Circle Time – planned sessions either in the classroom or Hall.
- In assemblies, which also includes a celebration of the children's achievement every Friday.
- On school visits and residential trips.
- By visitors to school e.g. the school nurse; police, firefighters etc.
- Through curriculum enrichment e.g. Raising money for charity or taking part in community activities.
- Pupil voice-School Council elections and representation, questionnaires, Specific roles and responsibilities – JRO, JRSO, JEM & Sport Ambassadors
- Through Forest School.
- Through Mindfulness Sessions .
- Year 5-6 visit to Safety Central.

EYFS/Key Stage One

Pupils learn about themselves and their communities. They build on their own experiences and learn to recognise and express their feelings taking account of others. They begin to develop an understanding of how to keep themselves healthy and safe. They learn about the responsibilities of being part of a community –its rules and expectations. This provides the foundations for learning in KS2.

Key Stage Two

Pupils build on their learning in Key Stage One. As they mature and develop they are made more aware of the wider world – its laws, issues, politics, cultures and institutions. They take a more active role in making decisions for themselves responsibility for their health, learning and environment. The KiVa Anti-bullying Programme is the heart of our PSHE direct teaching in KS2, providing a robust approach to emotional understanding and social interaction.

Impact: Through discussion with pupils, observation and monitoring of recorded work.
assessments of skills, knowledge and attitudes will be made, that recognise the achievements of all pupils. Pupils also fill in a questionnaire annually evaluating the effectiveness of the school, lessons and if they feel they are treated fairly and if there are people they could talk to within school. Pupils will demonstrate increasing knowledge, vocabulary and understanding of healthy relationships, emotional wellbeing, diversity, personal safety and citizenship. They will then apply this knowledge to real life situations and explain how to keep themselves physically and emotionally safe. Monitoring evidence, pupil voice, learning walks, assessment activities and safeguarding outcomes will demonstrate that pupils are prepared for the next stage of education and life in modern Britain.