



### Intent

Our PSHE curriculum equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It enables our pupils to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. It contributes to personal development by helping pupils to build their confidence, resilience and self-esteem and to identify and manage risk, make informed choices and understand what influences their decisions.

### Implementation

To deliver our PSHE curriculum we use a published scheme called '1decision'. This was chosen as it is based on discussion and children making their own decisions and then seeing the consequences of different decisions. PSHE is taught weekly in each class for an hour at KS1 and KS2. We use a 2 year rolling mixed age programme so that whole classes can be taught together. Workbooks/activity sheets are used to record learning. Each class establishes rules for discussion which are shared and displayed.

### Impact

The impact of our PSHE curriculum is that our children are inquisitive and ask questions. They know how to live healthy, safe, productive, capable, responsible and balanced lives. They are enterprising and be able to make effective transitions, positive learning and career choices and achieve economic wellbeing. They can deal sensitively with opinions different to their own and show respect to every person regardless of the presence of all, some or no protected characteristics. They show demonstrate our school values of respect, compassion, perseverance and trust in all they do.

### How children with additional needs are supported

Children with additional needs are supported to access all lessons with their classmates. As the scheme is discussion based with scaffolded recorded in the form of activity sheets/work books with visual clues and photographs that match the videos this is highly effective in scaffolding less able learners. TAs are used to support children with recording or capturing their ideas through rephrasing instructions of facilitating small group discussion about issues.

### How more able children are challenged

More able children are challenged through teacher questioning that challenge and deepen understanding. They are challenged to lead group discussion and consider in more depth the consequences of the alternative decision for each scenario so as to deepen empathy and understanding of issues raised. More able children are also encouraged to imagine scenarios from other points of view to deepen understanding.

### The focus in my subject this year is:

Embedding and monitoring implementation and consistency of delivery of our new scheme for learning.  
Mapping how we deliver teaching and learning of Safeguarding through PSHE and the wider curriculum.

### Monitoring plans for my subject this year are:

Autumn term lesson observations with Personal Development link Governor.  
Spring term Pupil voice collection with focus on Safeguarding knowledge and understanding.  
Summer term evaluation of impact of scheme through end of year assessments for children against age related expectations.

### Previous improvements and impact

Collection of staff voice on current implementation and barriers to delivery.  
Development of new timetables for classes with foundation subjects being paired up and taught in alternate half terms to free up curriculum time so PSHE has space to be taught each week.

### Current improvements

Introduction of new scheme for teaching and learning to support consistent delivery and reduce teacher workload in preparation and sourcing resources.  
Change to structured 2 year rolling programme so that whole classes can be taught at one, instead of separate year groups.

### Ideas for future Improvements

Personalise PSHE scheme to our context and start to use 'Nurture Group' resources as a PHSE intervention for less able learners.

### Pupil Voice

Collected from LA Advisor joint monitoring June 24. "Pupils were unsure about hoe they are taught to stay safe, although they mentioned examples like listening to teaches and participating in fire drills." "The children noted that PSHE is not taught weekly, with one child saying 'we don't have time'". "Year 5 and 6 children expressed that they enjoy their PSHE lessons, with one child stating that they have 'plentiful learning in PSHE'. Year 3 and 4 children said they would like more and longer PSHE lessons, with one child suggesting that teachers should recap previous learning at the start of each lesson. Year 1 and 2 children said they enjoy all their lessons."

### Data/Outcomes

EYFS Early Learning Goals: 100% achievement of Managing Self and Building Relationships  
Achievement of age related expectations Summer 24  
Year 1 100%  
Year 2 87.5%  
Year 3 86%  
Year 4 100%  
Year 5 94%  
Year 6 81%