

This document sets out our **Intent, Implementation and Impact** of PSHE Leadership, teaching and Learning in Offwell C of E Primary School. 'Subject leaders provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standard of learning and achievement for all pupils'. (DfE Definition)

INTENT:

At Offwell, our vision: **Be Well; Learn Well; Live Well**, charges us to ensure that we secure for each child a sense of physical and mental wellbeing, as the foundations for effective, life-long learning and to enable each child to both benefit from, and contribute to, a better world.

Be Well: PSHE contributes to the emotional wellbeing of our children by opening them up to a vocabulary which allows them to articulate their feelings. The teaching of PSHE at Offwell School also supports the importance of mental health, wellbeing and empathy across the school and into the wider community.

Learn Well: Through PSHE lessons, and other elements of the curriculum, children at Offwell School are taught to appreciate the diversity of race, religion and relationships of people in our locality, our country and the world. Our intent is to develop tolerant, respectful young people who are prepared for life outside primary school.

Live Well: Learning in PSHE enables children to gain the knowledge necessary to ensure they can live their lives purposefully, productively, safely (by making informed choices and using technology wisely) and healthily.

IMPLEMENTATION:

Who teaches PSHE

PSHE is taught within class by the respective class teachers.

● **Which resources are used to ensure progression of knowledge, skills and attitudes?**

EYFS: EYFS framework.

Key Stage 1: PSHE Association – Programme of study and planning toolkit

Key Stage 2: PSHE Association – Programme of study and planning toolkit

We have recently become a member of the PSHE Association and will be working to their Programme of Study and planning toolkit. Full details will be included in September 2020.

● **How is PSHE timetabled?**

The PSHE curriculum is organised into topic areas – Health and well-being, Relationships and Living in the Wider World. These areas are taught over a half-term in KS1 and KS2.

EYFS: EYFS framework and daily conversations and planned activities. One focused session a week.

Key Stage 1: One hour per week.

Key Stage 2: One hour per week.

● **How are children with additional needs supported in PSHE?**

All PSHE lessons are differentiated according to need. Children with additional needs are supported through a variety of methods. We may use: focused questioning, differentiated activities, small group work, visual resources, additional adult support, peer support.

How inclusive is PSHE provision in the school?

PSHE provision at Offwell School is fully inclusive. Differences of ability, gender, sexuality, ethnicity, or

culture are accepted and considered as part of the subject. All the content has been selected to ensure there are a number of opportunities to explore the overarching concepts and to develop the essential skills and attributes set out in the Programme of Study. The programme is relevant and appropriate to the ethos of our school and the needs of our children.

How are other subjects, technologies, visits, or visitors used to enhance PSHE learning?

Where we feel it will enhance learning we will invite outside agencies into school to deliver additional learning – for example the NSPCC may visit to deliver age appropriate assemblies and class activities.

IMPACT:

How is PSHE progression monitored?

- PSHE lessons are observed to ensure they meet children's needs and the latest requirements.
- Children/staff conferencing takes place
- Plans are available for monitoring
- Visual evidence – Whole class books, individual workbooks, photos, videos etc.

How is PSHE progression assessed?

EYFS: EYFS framework, observations and Tapestry.

Key Stage 1: PSHE Association – Baseline activity and end of unit assessments

Key Stage 2: PSHE Association – Baseline activity and end of unit assessments

The model of assessment we use ensures that for each new topic, module, or series of lessons, an initial activity is carried out that gauges children's starting points in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity.

At Offwell School, our plans are formulated on a two-year rolling programme. Using this model, we are able to offer children the chance to revisit schemes, gradually extending their thinking, expanding their knowledge and developing their skills for life.

This Policy will be reviewed in September 2020

