



Intent, Implementation and Impact

Subject: PSHE
CURRICULUM INTENT
<p>EYFS</p> <p>Teaching PSHE & Citizenship in Reception matches the aims of developing a child’s personal, social and emotional development, as set out in the Early Learning Goals. Additional topics may be covered when whole school approaches are addressed for e.g. Anti-bullying week.</p>
<p>KEY STAGE 1/ KEY STAGE 2</p> <p>Our intention is that, whilst at Overstone School, the children will develop their knowledge, understanding and emotions to be able to play an active role in today’s society. We desire our pupils to:</p> <ul style="list-style-type: none">• Have a healthy belief in themselves and in sharing their own thoughts and opinions respectfully with others.• Develop skills and attributes to keep themselves healthy and safe.• Develop an attitude of a responsible global citizen.• To show tolerance of others beliefs, religions and life choices.• To build positive, respectful relationships with other people. <p>High quality PSHE gives pupils opportunities to ask questions and explore issues that are real and relevant to them in a safe and managed environment. Our PSHE provision extends beyond the curriculum and includes assemblies, theme days and visits. The provision fully supports the school’s ethos and values.</p> <p>Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils and education which will support them both now and in the future. Our PSHE provision is underpinned by the 2010 Equalities duty and provides an inclusive curriculum that promotes understanding and mutual respect for all.</p>
<p>Transition</p> <p>Our PSHE teaching is mapped out in the progression document and ensures that the transition between phases is smooth. Accurate assessment of children allows teachers to hand over effectively.</p>
CURRICULUM IMPLEMENTATION
<p>EYFS</p> <p>PSHE in Foundation Stage is taught through high quality provision against the Early Learning Goals. Groups and individuals are identified as needed as part of continuous provision.</p>
<p>KEY STAGE 1/ KEY STAGE 2</p> <p>PSHE is taught through a scheme of work in line with the National Curriculum and incorporates the SRE requirements. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association’s Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance. At Overstone, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum.</p>
CURRICULUM IMPACT
<p>By the time our pupils leave Overstone school, we desire that they will:</p> <ul style="list-style-type: none">• Have a positive self-esteem, respecting themselves and others• Have a good understanding of their emotions and use strategies to manage them when necessary• Have the ability and understanding to develop healthy relationships with peers• Understand the physical aspects involved in RSE at an age appropriate level• Know how to take care of their mental and physical health• Be developing into respectful, socially and morally responsible, active members of society who appreciate difference and diversity
<p>EYFS</p> <p>Observations/ Drop in / Learning Walk:</p> <p>Observations of pupils ongoing access to selecting and using resources and developing their PSHE skills through exploration to be monitored termly. Alongside this, pupils to be given the opportunity to talk about their developing skills and work they have produced. To reflect ‘pupil voice’ for this subject.</p> <p>Collection of evidence of pupils learning and creative work to be part of this also.</p> <p>Policy Review: Review to be conducted as and when required – ensuring links to EYFS Exceeding outcomes.</p>



<p>Staff / Pupil Voice: Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.</p> <p>Assessment: Ongoing assessment using EYFS Assessment tool.</p>
<p><u>Key Stage 1 & Key Stage 2</u></p> <p>Observations/ Drop in / Learning Walk: One of these to be carried out termly. Alongside this, pupils to be given the opportunity to talk about their developing PSHE skills and work they have produced. This will reflect 'pupil voice' for this subject and be used to move the subject forward with the pupil's ideas/ gaps in learning being incorporated. Pupil/Teacher discussion of floor books to be part of Observations/ Drop in / Learning Walks.</p> <p>Policy Review: Review to be conducted as and when required.</p> <p>Staff / Pupil Voice: Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.</p> <p>Assessment: Assessment of PSHE to be monitored throughout the year and provide information for pupil's transition into new year group/key stage – using target tracker. Progression of skills document to be used by teacher's for assessment of skill coverage within their year group/key stage.</p>