

# PSHE Curriculum

## Intent, Implementation, Impact



Intent	Implementation	Impact
<p>At Ashbury Meadow Primary School, it is our intent to give pupils the knowledge and develop self-esteem, confidence and self-awareness to make informed choices and decisions. Through our broad, balanced and high-quality curriculum, we intend to promote responsible attitudes towards the maintenance of good physical and mental health, keeping safe (including online) and how that is supported by a healthy lifestyle. As a school we identify the importance of preparing our pupils for the changes that occur as they grow and change, and this is delivered through our age-appropriate RSE curriculum, which was developed in consultation with parents/carers. Through PSHE, we endeavour to help pupils to create effective interpersonal relationships and understand their responsibility as rights respecting citizens, contributing to a safe and caring environment.</p>	<p>At Ashbury Meadow Primary School, we use SCARF and resources available through Manchester Healthy Schools, to teach a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. The curriculum has been sequenced in a way that ensures the lessons build upon children's prior learning and planned in a progressive manner, so that children are increasingly and appropriately challenged as they move up through the school.</p> <p>PSHE is taught through:</p> <ul style="list-style-type: none"> <li>- Weekly discrete lessons in mixed sex classes</li> <li>- Using a range of interactive teaching methods e.g. group tasks, discussion, visitors, films, songs and drama</li> <li>- A safe learning environment using a group agreement at the beginning of lessons or topics</li> <li>- Teachers use a range of skills, including distancing techniques and the anonymous question box</li> <li>- Teachers answering pupils' questions factually and honestly in an age-appropriate way</li> </ul> <p>EYFS: In the Early Years Foundation Stage, PSHE education is about making connections; it is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.</p>	<p>Our pupils are rights respecting citizens that have the skills to approach real life situations in a confident and considered manner.</p> <p>Pupils appreciate and celebrate differences and diversity within our school community, local community and society.</p> <p>Pupils have the skills and tools to manage their mental health and wellbeing, and are aware of trusted adults to speak to if they are unable to do this independently.</p> <p>Pupils are able to build positive, healthy relationships with themselves and others.</p> <p>All pupils have a secure age-appropriate understanding of their changing bodies.</p> <p>75% of pupils from Year 1 – 6 are working at ARE or above.</p> <p>56.8% of SEND pupils are working at ARE or above.</p>

<p>We intend for our children to develop resilience and confidence in their own identity and a strong understanding of the rights of themselves and others. This will help inform pupils' attitudes to life in an ever-evolving modern world and also prepare them for the transition into KS3.</p>	<p>KS1 and KS2:</p> <p>The SCARF programme is divided into 6 themed units delivered across the year:</p> <ol style="list-style-type: none"><li>1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;</li><li>2. Rights and Responsibilities: learning about money, living in the wider world and the environment;</li><li>3. Valuing Difference: a focus on respectful relationships and British values;</li><li>4. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;</li><li>5. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.</li><li>6. Keeping Myself Safe: looking at keeping ourselves healthy and safe</li></ol> <p>Children engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They work collaboratively with their peers to help develop skills related to SMSC and British Values. Pupils are encouraged to use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment, which will support them to develop a caring attitude towards others. At the start of each unit, pupils complete a pre-assessment task based around the topic being covered. This is then completed again at the end of the unit as a piece of work that can be summatively assessed by the class teacher. Teachers then use their on-going formative assessment from throughout the unit alongside their final assessment task, to make their professional judgements and measure progress.</p> <p>SEND Pupils:</p> <p>All lessons are appropriately adapted to meet the needs of all pupils within the classroom. This is done through the adaptation of resources available and also additional support from adults where necessary. SEND pupils with EHCP follow an adapted curriculum through their Rainbow Group time which uses the specially designed iMatter SEND curriculum and SCARF resources. This allows the pupils the same opportunities as their peers, at a level and pace of learning that suits their needs.</p>	
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