

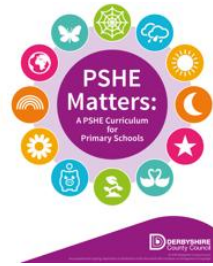


PSHE at Heage Primary

Intent Statement

Heage Primary School believes that strong PSHE education is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible British Citizens. Our PSHE curriculum is strongly tied to British Values and our Relationships curriculum; and has been developed alongside our whole-school vision and values:

Implementation: Planning



We currently follow the Derbyshire County Council PSHE Matters curriculum.

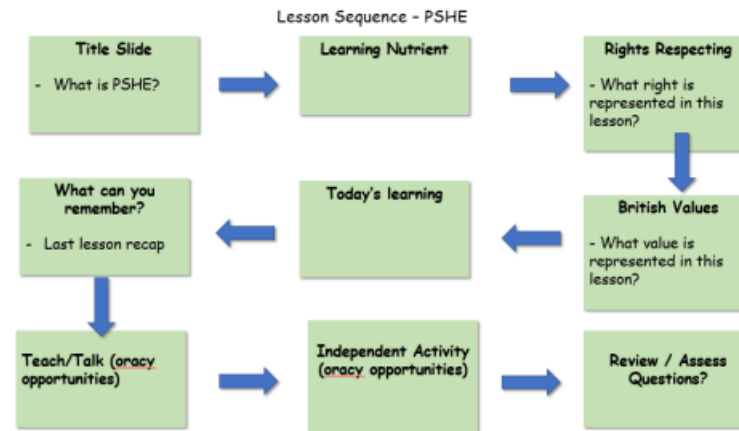
Implementation: Curriculum links

As well as the explicit teaching of PSHE through the Derbyshire County Council PSHE Matters scheme, many objectives are also covered as part of our Global Citizenship curriculum, through themed weeks such as Anti-Bullying, Children's mental health & Internet Safety weeks. This approach allows our pupils to become well-rounded individuals who are well-equipped for the wider world.

Implementation: Resources

The PSHE scheme provides resources required for each lesson. In addition to this, our school libraries and classroom reading corners offer a wealth of diverse and inclusive texts to support PSHE lessons and encourage wider reading on the topics taught. In addition, to teaching resources, we have a variety of pastoral resources for all teachers and TAs to access including: worry boxes, a learning mentor, KS2 buddies who are trained for KS1 playground duties, My Concern is also used to record behaviour and safeguarding issues.

Implementation: Lesson sequence



Implementation: T & L / Pedagogies

The topics which make up our PSHE curriculum cover important themes such as: emotions, relationships, finances, personal health, social issues and drug awareness. The topics are taught on a two-year cycle, with knowledge and vocabulary built upon each year and deepening in complexity from EYFS to year 6. We use a variety of strategies such as collaborative discussion, talk partners, spaced retrieval tasks, role-play, written outcomes and questions to support children in engaging with and remembering their learning.



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Implementation: Environment

PSHE is woven through the fabric of our curriculum from FS2 to year 6. Children are encouraged to care for our school grounds and equipment. Having positive relationships.

Class displays are working walls for scaffolding or celebration walls to show excellence in learning and make links to home.

Implementation: Feedback

Children are given verbal and sometimes written feedback regarding their outcomes to help their understanding and progression.

Children are given opportunities to use peer feedback during lessons.

Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

- Quality first teaching strategies to support all learners.
- Dual coding to aid visual aspect of learning.
- Topic vocabulary displayed and referred to throughout the topic.
- Formative assessments inform next steps in planning for highlighted individuals and groups.
- Differentiated questioning to enable children to think like a historian and become critical thinkers.

Impact: Evidencing

Assessment for Learning is used during all lessons and feedback can be given live during the lesson both by peers and adults in line with our marking policy.

Impact: Assessment

- Retrieval tasks are completed at the start of every lesson to assess prior learning.
- Discussions during lessons monitor learning and are used for AFL. Teacher judgements will feed into future planning (which will be evidenced within presentations/lesson plans)
- End of topic assessments will identify children working at EXS and GDS.

Impact: Monitoring

To successfully evaluate the delivery of PSHE & RSE, monitoring is carried out by subject leaders through questionnaires, professional conversations, planning/book scrutiny and learning walks.

Learning Mentor and Mental Health lead will also monitor and update PSHE lead. Pupil voice is heard via face to face feedback. CPD opportunities are provided regularly for staff.