



Limehurst Primary School

Subject Leader Report: PSHE by Rebekah Rourke

INTENTION: Subject Overview

At Limehurst primary school, PSHE is recognised as an important subject for all children's learning and development. As part of a broad and balanced curriculum, we acknowledge the significance of children learning about safe relationships, health education and the wider world. In modern day Britain, PSHE has never been as important as it is now, in a world that is ever changing and a society that is constantly adapting.

Our teachers believe that PSHE plays a key role in the teaching of values, life skills and social and emotional development. In a report designed to review the impact of effective practice, the DfE acknowledged the importance of PSHE in the development of children: *'the evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success'*.

Our pupils identify PSHE as being a subject that teaches them about, 'tools to help us in life' and this understanding of the possibilities of accessing and engaging in the lessons taught, show how important this subject can be to our pupils. PSHE is one of the only subjects taught within primary schools that can ensure a child's safety in a number of unfamiliar and unsafe situations. Ensuring that the children understand the importance of their own safety and the safety of those around them, is paramount. As PSHE is primarily discussion based, we embed the significance of safeguarding in to all staff to ensure that they not only make sure that a child feels safe during discussions, but that we can also highlight and address any concerns that may arise. It is through excellent teaching practise that we are able to create a safe and secure environment for children to explore topics that are not always comfortable or easy to discuss.

IMPLEMENTATION: Planning, sequencing and skills progression

The planning at Limehurst follows a personalised thematic approach. After looking at numerous approaches and various planning tools, the thematic approach – recommended by PSHE association – was decided as the best fit for our school. It allows our children to progress each year, building on prior learning, to build an understanding of the units using age appropriate material. All year groups start the academic year learning about relationships. How this looks in different key stages will vary but it is expected that all children can recall previous learning to help support their new learning. Relationships is followed by living in the wider world and the final term is focused on health and wellbeing. As well as the stand alone time for PSHE lessons, PSHE is also intergrated into other subject areas. In science, pupils will learn about their bodies and changes in puberty as well as reproduction. In ICT, internet safety is incorporated in to their lessons regularly. In our English, many of the books that we read will discuss topics that allow us to talk about mental health, relationships, different cultures and identities. PSHE contributes to all areas of our curriculum.

In EYFS, PSHE is a fundamental part of their development. Through Personal, social and emotional development they are able to make relationships, build on their self-confidence and self-awareness and learn to manage feelings and behaviours.

Statutory guidance on Relationships for KS1 and KS2

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Statutory guidance on physical health and wellbeing

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

As well as key learning opportunities through the curriculum, there are a number of annual events that will be used to further embed the importance of PSHE. These include mental health week, religious celebrations, black history month, Remembrance Day and many more. Units will often use displays around school to evidence the learning during these times and assemblies will allow year groups to come together to share thoughts and feelings on various topics.

IMPLEMENTATION and IMPACT: Assessment, monitoring and evidence

As PSHE is predominantly discussion based, assessment will be done informally through the use of questions, understanding and engagement. Some tasks will involve physical tasks that will be evidenced in their wider curriculum books or through the use of displays around school. All staff have clear expectations of what a pupil's knowledge and understanding will look like and this is used to assess the children regularly during class discussions, independent tasks and group work. In reception, the children are assessed against the early learning goals and in accordance with the EYFS curriculum.

Examples of how assessment may look throughout the school for PSHE.

Type	Purpose	Possible activities
Baseline assessment	To determine the varying levels of understanding and prior knowledge to help ensure your planning/lesson pitch is suitable and relevant to the children in the group.	Brainstorms Teacher led discussions Quiz activity WB question/answer Drawing activities 'What I know already' sheets
Formative assessment (Assessment FOR learning)	To provide both pupils and teacher the opportunity to see current progress against the age appropriate progression and the lesson objective. This will determine where they need to go following the lesson and the best steps in getting them there	Role play Self-reflection Group observations (teacher) 1-1 observations (teacher) Discussions (whole class or 1-1) Presentations
Summative assessment (Assessment OF learning)	To summarise progress against the end of piece/unit of work or term against the learning objectives of that set piece of work/unit. This can also include the use of progression map to analyse age related expectations of the pupils within your group.	Class displays Presentations Class work (in books and on displays) Observed activities (both group and 1-1) Self and peer assessment Class discussions

Learning walks are completed annually and this gives subjects leads an opportunity to informally monitor the teaching of their subject and how the children interact with the lessons. These prove very beneficial for subject leads in developing their subject to meet the needs of the children and staff. It also allows the children an opportunity to discuss their favourite parts of the lessons through pupil voice and to show their understanding of what they have been learning.

Other Key Information if applicable (subject specific)