

## **PSHE at Britannia Primary School**



### **Intent**

At Britannia Primary Schools pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

Our units of work in PSHE aim to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: *health and wellbeing, relationships and living in the wider world.*

PSHE is tailored to the needs of each cohort and current world events and changes are made to long term plans where appropriate. We aim for our children to leave us well equipped for high school and life beyond and have the knowledge, skills and attributes to succeed in life.

Britannia offers children a safe space to ask questions. Staff, Parents, Governors and the whole school community work together to ensure our children receive a rich and purposeful PSHE curriculum.

### **Implementation**

- Each unit of work includes key learning from some or all of the three core themes.
- The units of work start with a baseline assessment to establish what the children already know about the topic and what learning needs to take place. This will be selected from a range of ideas in our PSHE assessment document and through using the SCARF, 1Decision and PSHE association resources.
- Assessment for Learning takes place throughout the unit of work and the children take part in a range of engaging activities to embed learning such as mind maps, posters, circle time, discussions, order of relevance and drama etc.
- Cross-curricular links to PSHE are made throughout other areas of learning.
- Experts and professionals are invited to school where appropriate.
- PSHE takes place weekly for a minimum of 30 minutes although the key knowledge, skills and attributes are interwoven and infused in whole school life.

- Teachers use a range of resources such as PSHE association, SCARF lessons and resources, 1 Decision, PSHE Association and books and ICT to deliver lessons.
- Parents are consulted about the delivery of PSHE through 'parents panel' and are also consulted on PSHE policy. Parents are also informed of individual class learning through half-termly newsletters.
- PSED is taught in the EYFS and reinforced daily with Key Worker groups.
- Intervention for social and emotional difficulties are addressed through nurture groups, lego therapy, extra-curricular lessons and outside agencies.
- Classes take part in weekly 'mindful minutes' with a focus on promoting positive mental health and wellbeing.
- Lessons taught are developmentally appropriate for the cohort and reviewed yearly.
- Our teaching is responsive to current affairs and is adapted to the needs of the children. Picture news is also used to teach about current affairs and world events.

### **Impact**

PSHE is assessed at the end of each unit using a repeat of the baseline (or alternative activity where appropriate) to show progressions and knowledge and skills gained.

The children's learning is evidenced through use of a journal, which records their personal development throughout their time at Britannia. The journals show the progress children make in their social, emotional and personal development as well as showcasing their individual achievements.

Teachers complete an end of unit of assessment demonstrating where each child is working and reference is made to examples of work in the class scrapbook.

Book scrutiny and learning walks occur once termly to ensure quality teaching and learning is taking place consistently across the whole school.

We hope that our children leave us knowing they are their own person and have a good sense of self. The children will be able to assess personal risk and make informed decisions. We aim to support children to be socially and emotionally secure and have good values and outstanding behaviour.