



PSHE

Rationale

At the Federation of Holy Trinity Church of England Schools, we believe personal, social, health and economic (PSHE) education is a vital and important part of our pupils' education. The staff work collaboratively and as role models to help our pupils develop into confident, happy, successful and resilient young people. Throughout all work, we aim to equip our pupils with a sound understanding of risk and with the knowledge and skills to make safe and informed decisions. We want our pupils to acquire and develop knowledge and understanding of the world around them, to help them develop as young citizens. In an ever-changing world, it is important that the pupils are aware, at an appropriate level, of different elements that will affect their world and the people in it. Pupils need to learn how to deal with these issues to ensure that they have good physical and mental health as they grow up. PSHE plays an important role in promoting Spiritual, Moral, Social and Cultural (SMSC) Education, incorporating British Values, which is implicit in the school ethos and is planned into all aspects of the curriculum.

Why is PSHE important?

- ✓ Our vision for PSHE is that all pupils will be confident, successful and happy members of society who both participate in and contribute to the life of their community at Holy Trinity and beyond. They will take risks in their learning but know how to stay safe and healthy at home and in the community.
- ✓ PSHE is challenging, motivating, practical and interactive. In our diverse society, pupils need to develop an understanding of themselves, others and their community and how we can work together in harmony. They also need to know how to maintain healthy lifestyles and relationships with others. PSHE plays an integral role in pupils exploring these things and helps prepare them for the community that they live in now and in the future.
- ✓ Our school is committed to promoting the health and well-being of all pupils, and of the whole school community, and we recognise the important relationship between well-being and learning. We provide pupils with a curriculum that is broad, balanced and meets the needs of all.
- ✓ Through PSHE, and the wider curriculum, our aim is to promote the spiritual, moral, cultural, mental and physical development of pupils at the school, and work to prepare them for the opportunities, responsibilities and experiences of later life. PSHE



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education is extremely important to us and is at the heart of our school ethos and is embedded throughout all areas of the wider curriculum.

- ✓ PSHE teaches us how to make informed choices and be enterprising and ambitious.
- ✓ Through PSHE education, we focus on achieving our potential by supporting our wellbeing and tackling issues that can affect our ability to learn, such as anxiety and unhealthy relationships.
- ✓ In PSHE, we learn the importance of a healthy lifestyle and positive relationships.

Coverage

In accordance with section 2.5 of the new 2014 National Curriculum Framework, 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

Using Learning Means The World, alongside other whole school practices, we ensure a fully comprehensive PSHE education programme. Our provision is research led, calling upon what the PSHE Association have identified as core areas, and covering key concepts and skills that underpin PSHE education. This ensures that we fulfil our statutory responsibility to support our pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

The Dimensions 3D PSHE helps pupils 'develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain'. Pupils are taught through three underlying core themes, within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World.

Progression

The key knowledge and skills for each core theme have been mapped across each year group to show coverage (**PSHE Skills Maps**) and progression (**PSHE Knowledge and Skills Progression Maps**) throughout the school in both 3D PSHE and our Learning Means the World thematic units.



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When is PSHE taught?

PSHE is taught both discretely through weekly 3D PSHE and through our Learning Means the World thematic units. The **Satellite View** maps out which thematic units feature this subject and clearly shows the objectives taught. Separate lessons are also planned in across each phase and these can be seen on the **year group overviews**.

PSHE is also enriched through a range of other experiences and activities within school:

- Whole class, 1:1 and group thrive sessions
- Collective Worship
- Whole school theme days (mental health, anti-bullying, online safety etc)
- Whole school pupil responsibilities (school council, Eco Team, Mini Mellors, Zone Rangers, Worship Warriors)
- Collaborative approaches to working
- Links made across the curriculum – particularly in science, computing and PE.

How is PSHE taught?

PSHE is taught through a combination of Learning Means the World Thematic units and 3D PSHE lessons which are focussed around 3 core units:

- Core Unit 1 – Health and Wellbeing
- Core Unit 2 – Relationships
- Core Unit 3 – Living in the Wider World.

There is a balance of key subject knowledge alongside the development of key skills. Learning takes place both inside and outside the classroom and is embedded within whole school practices such as assemblies, playtimes, Thrive sessions and within all curriculum subjects.

What do we learn in PSHE?

Through the 3 core units of 3D PSHE and within Learning Means The World thematic units, children learn about:

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|---|--------------------------------|
| ➤ Changing and growing | ➤ Emotions |
| ➤ Physical, emotional and mental health | ➤ Keeping Safe |
| ➤ Healthy lifestyles | ➤ First Aid |
| ➤ Hygiene | ➤ Similarities and differences |
| ➤ Nutrition and food | ➤ Healthy relationships |
| ➤ Aspirations | ➤ Discrimination |
| | ➤ Communication |



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- Collaboration
- Bullying
- Fairness
- Family and friends
- Rules and responsibilities
- Communities
- Money and finance
- Diversity
- Enterprise

How do we assess and monitor PSHE?

We use a variety of methods to assess and monitor PSHE at Holy Trinity. Teachers will use skilled and careful questioning to help the children recall prior learning and to gauge children's level of understanding. We use a tracking tool to ensure that the children are making progress in PSHE and this is monitored by the PSHE Subject Leader who carries out ongoing monitoring tasks to ensure that the curriculum is being delivered and that there is evidence of the planned learning.

Through close monitoring, we know the effectiveness of teaching has a positive impact on learning and standards. The PSHE Subject Leader has an evidence file recording monitoring activities, which can include interviews, observations and work scrutiny. The PSHE Subject Leader evaluates all aspects of PSHE learning to define next steps for improvement from their action plan.

How we support SEN

All pupils at the Federation of Holy Trinity Church of England Primary Schools receive high quality teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all learners with a curriculum matched to their needs. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.



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Impact

PUPIL VOICE - through discussion and feedback, children talk enthusiastically about their PSHE lessons and share key learning. They know the importance of PSHE and talk with a good level of understanding about the different areas of learning in this subject.

EVIDENCE IN KNOWLEDGE - pupils progressively build their knowledge and skills each year to form a solid understanding within the 3 core units: Health and Wellbeing, Relationships, Living in the Wider World.

EVIDENCE IN SKILLS - pupils use correct, subject specific vocabulary in PSHE lessons and throughout their learning. They show development of skills across their time at Holy Trinity and are prepared for life as they transition up to high school. They can see common themes and use and apply skills taught in the current and previous units.

BREADTH AND DEPTH - teachers and leaders plan a range of opportunities to develop PSHE inside and outside school and across different subjects to ensure over learning of key skills and knowledge,