



PSHE

Intent, Implementation and Impact

Intent

Our intention is that when children leave Long Meadow, they will do so with the **knowledge, understanding and emotions** to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good **mental health and well-being**.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Implementation

Our curriculum is well-structured and sequenced to enable knowledge and skills to be revisited throughout the school. The programme of study, skills progression and **never stops** are clearly identified within our **Hands, Head, Heart** curriculum document.

EYFS - In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and a bespoke curriculum identified by the Early Years staff to meet the needs of the children and considers the PSED Early Learning Goals for Reception.

Key Stage 1 and Key Stage 2 - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive planning tailored to meet the needs of children at Long Meadow School. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

At Long Meadow, in addition to **Relationships Education**, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should understand the full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through 'Growing up with Yasmine and Tom'; an online resource supporting teachers to deliver a high-quality relationships and sex education as part of a PSHE programme. It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

The school is committed to inclusion and adaptations are made to learning when required to ensure that all children make progress from their starting point. Children are supported and challenged in a variety of ways to ensure that all children, including SEND, EAL, disadvantaged and gifted children can achieve their full potential.

Wider Curriculum

- We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values, and we focus on Growth Mindsets in all aspects of school life.
- The **HEART** section of the curriculum includes characteristics of effective working and personal skills, directly linking with aspects of PSHE and is woven through all subjects and lessons.
- **PSHE**, including **SMSC** and **British Values**, is an integral part of the whole school curriculum, and is therefore often taught within another subject area.
- Visitors, such as emergency services and the school nurse, complement our PSHE curriculum to offer additional learning opportunities.
- We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of faith, hope and love.
- Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- PSHE, British Values and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.

Impact

By the time our children leave our school they will have developed and embedded the **NEVER STOPS** of connections, responsibility and wellbeing. This means that they would:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life.
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society.
- appreciate difference and diversity.
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of Law and Individual Liberty.
- be able to understand and manage their emotions.
- be able to look after their mental health and well-being.
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level.
- have respect for themselves and others.
- have a positive self-esteem.

Monitoring is carried out termly; pupil voice, planning and books scrutiny, learning walk and lesson observations will provide the basis for this. Feedback will be provided so that teachers can make improvements as needed.