

Misterton Primary School

Intent, Implementation and Impact in PSHCE/RSHE

Intent	Implementation	Impact
*For pupils to have access to a quality PSHCE/RSHE curriculum which meets their needs *For pupils to have access to the statutory Relationships and Health Education for all pupils, which has been tailored to their age and maturity *For pupils to access a sex education programme which has been tailored to their age and maturity *For pupils to develop their spiritual, moral, cultural, mental and physical development *For pupils to be prepared for the opportunities, responsibilities and experiences of adult life *For pupils to be prepared and knowledgeable about how to stay safe in a digital world *For pupils to know how to keep themselves healthy *For pupils to demonstrate kindness *For pupils to be respectful citizens in the diverse world around them *For pupils to know how to keep themselves safe in a variety of situations *For pupils to develop their understanding of relationships and managing conflict and difficulties eg falling out with friends	*All pupils have access to weekly PSHCE lessons which follow the whole school progression document *In addition to the half-termly units, there is also a weekly PSHCE theme. Pupils learn about this in assemblies and class *Units of work are planned and delivered following the National Curriculum and school progression document for PSHCE/RSHE *RSHE is delivered by Big Talk Education (annually) plus additional work in class to support this. Some of the RSHE curriculum forms part of the Science curriculum *The PSHCE curriculum underpins everything we do in school and has links to all curriculum areas. *There is a weekly Wellbeing Assembly *Wellbeing Wednesday on a Wednesday encourages pupils to especially focus on aspects of their wellbeing * Work to be differentiated as required and needed. * Teachers and TAs to support ALL pupils; providing intervention, support and challenge that individuals require to advance their learning. * Cursive script to be used and staff to follow the school's handwriting policy.	*Pupils know how to keep themselves, and others, safe *Pupils are happy, confident and resilient *Pupils are aware of their feeling and emotions, and can regulate these well *Pupils access the PSHCE and RSHE curriculum at their level, with support where needed *Pupils are knowledgeable in the PSHCE and RSHE curriculum at their level *Pupils are prepared for the next stages in their lives and for adulthood *Pupils are independent and responsible citizens *Pupils know how to keep themselves healthy *Pupils are aware of the digital world around them and how to stay safe in it *Pupils are kind and respectful to each other *Pupils know about the world around them and its diversity *Pupils develop their understanding of relationships and how to manage conflict *Pupils know who to go to if they need support or advice

*For pupils to know who helps them and who they can talk to if they need support *For pupils to develop their resilience and growth mindset *For pupils to enjoy learning through a range of methods and experiences *For pupils to take pride in their work, using cursive script and presenting work to a high standard	*Outside agencies and services are used to support the PSHCE curriculum and wellbeing of our pupils. For example, DART (Drugs, Alcohol and Resilience Training) in Y6, Fire Service visiting to talk about Firework safety, using PCSOs to deliver sessions to pupils	*Pupils use classroom resources to support their learning. *Pupils' presentation is of a high standard through following the school's handwriting policy. *Teachers moderate pupils' work in school to ensure accurate assessments are made. *Subject leader provides an action plan for the subject and addresses areas for development and improvement annually. *Subject leader does two reports for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these. *Subject leader conducts learning walks, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives. *Standards being met at the end of EYFS, KS1 and KS2.
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