

Subject Leader Report:

PSHE

Leader: Jenny Horton

2020-2021



Personal, Social, Health and Economic (PSHE) education is a curriculum subject through which the children develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHE helps children to stay healthy, safe and become prepared for life in modern Britain. From making responsible decisions about their own actions to developing resilience when faced with a challenge, PSHE helps children to manage the opportunities, challenges and responsibilities they will face growing up.

The national curriculum states that Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education and that all schools should teach PSHE, drawing on good practice, to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Our PSHE curriculum also includes the 2020 DfE statutory requirements for Relationships Education and Health Education.

There is now a proven link between health and wellbeing and academic progress. The children with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and higher achievement. Crucial skills and positive attitudes, developed through our PSHE curriculum, are critical to ensure our children are effective learners, helping to raise achievement and closing the gap in educational attainment.

SMSC, Diversity and Cultural Capital

At Mount Pleasant we understand our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully as healthy, happy and reflective members of modern British society.

Our PSHE lessons are delivered using the Scarf PSHE scheme which promotes safety, care, achievement, resilience and friendship. The scheme has been adapted to meet the needs of the children in our school and is carefully tailored with consideration of our whole school community, the demographic of our school and the diverse religious views of our children and their families.

The spiritual, moral, social and cultural development of each child is central to our PSHE curriculum. Our curriculum promotes the development of understanding, tolerance and respect of different viewpoints, cultures and lifestyles.

Planning

Our PSHE curriculum, using the Scarf PSHE scheme, covers the PSHE Association Program of Study content in addition to the DfE 2020 statutory requirements for Relationships Education and Health Education. Covering both the DfE statutory requirements and the PSHE Association's advisory content together, ensures a comprehensive, spiral curriculum of PSHE education.

Our curriculum runs from Nursery through to Year 6, building on the children's knowledge as they move up through school in an age-appropriate way. Our weekly lessons are grouped into the themes of me and my relationships, valuing differences, keeping myself safe, being my best, rights and responsibilities and growing and changing.

Whilst our long-term plan for our PSHE curriculum outlines the topics which will be covered throughout the year in each year group, there exists a flexibility within our curriculum for topics to be covered sooner, should an issue arise within a class or in the media, pertinent to that topic.

Our exciting and engaging PSHE lessons are delivered in a safe and nurturing environment by adults familiar to the children, which allows the children to feel secure and confident to discuss their feelings, thoughts and opinions on a wide range of topics.

Assessment

Continuous assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, misconceptions addressed immediately, and written work is marked in accordance with the school's Marking Policy. Teachers continually monitor the children's progress and understanding, and adjust their teaching accordingly based on the needs within their class.

Enrichment Activities

In November, we celebrated Anti Bullying week as a whole school. We held an 'Odd Socks Day' where the children were invited to attend wearing brightly coloured odd socks to highlight the issue of bullying, and as a way of celebrating our own uniqueness. This was followed by a week of various activities throughout school such as designing and making odd socks in Reception and discussing their socks, and their own, similarities and differences. In Year 1 the children baked different flavoured biscuits to celebrate similarities and differences in our preferences. And in Year 4 the children wrote poetry and performed raps about standing up to bullying.

In June, we celebrated National Healthy Eating Week. The week was kicked off with a 3-day Scootfit event, during which the children were introduced to scooting as a form of fun exercise, through a disco on scooters. This was followed by various activities throughout school to teach the importance of a maintaining a healthy lifestyle. In Reception the children harvested healthy ingredients from the fruit garden to make tasty, healthy sandwiches and the children in Year 1 entered a nationwide competition to design new lorry for the Aldi supermarket, featuring healthy foods.

Pupil Voice

This year, the children expressed a huge interest in continuing scooting after the Scootfit event and in response school purchased scooters for children to continue to use. Throughout school, children have reported enjoying their PSHE lessons and are happy to discuss their favourite lessons. They report feeling safe and comfortable to discuss the various topics covered in our curriculum and feel that their learning will be useful both now and in the future.

Teacher Voice

Teacher Voice was used to collaboratively develop our whole school PSHE curriculum. Teachers have welcomed the introduction of the Scarf scheme and feedback suggests that teaching staff feel the scheme is easy to navigate and that the lessons are well resourced, engaging and

meaningful. Teacher feedback surrounding Healthy Eating Week was exceptionally positive, with teaching staff expressing how much they enjoyed participating in this event with their classes.