



# Intent, Implementation and Impact

## Intent

Our intention is that when children leave Pottery, they will do so with the knowledge, understanding and emotions to be able to play an independent, active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves, confidence 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 Matters curriculum is inclusive and progressive; it 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.

PSHE Matters has been designed with these in mind:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before.
3. Take a positive approach which focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE programme to other whole school approaches, to pastoral

support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

8. Embed PSHE within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

### **Implementation**

EYFS - In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the daily curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals.

Key Stage 1 and Key Stage 2 - In Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work 'Derbyshire's PSHE Matters', in line with the National Curriculum. 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 Pottery, in addition to Relationships Education, we also teach aspects of Sex Education which is embedded into our Curriculum. Where appropriate these lessons are taught as stand-alone lessons, and at the request of parents, some children are withdrawn from these sessions.

The PSHE Modules are constructed around 3 age groups: Key Stage 1 (Years 1 and 2) Lower Key Stage 2 (Years 3 and 4) Upper Key Stage 2 (Years 5 and 6). Within each age group there 12 learning modules that are taught over a two-year period (see long term plan for details about how we organise this).

### **The 12 modules are:**

1. Drug Education - including how to manage risk and peer influences
2. Exploring Emotions - including how to recognise and manage feelings and emotions
3. Being Healthy - including the importance of looking after our mental health
4. Growing up - including the Sex Education element
5. Changes - including loss
6. Bullying Matters - including how to ask for help
7. Being Me - including identity and community
8. Difference and Diversity - including challenging stereotypes

- 9. Being Responsible - including looking after the environment
  - 10. Being Safe - particularly featuring cyber, gaming and CSE
  - 11. Relationships - including what is a healthy relationship
  - 12. Money Matters - including enterprise
- Each module starts with learning opportunities.

These are taken from the PSHE Association Programme of Study 2017 statements which are based on the 3 core themes: Health and Well-Being; Relationships and Living in the Wider World.

#### Wider Curriculum

- We support children 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 motivation coaching language to encourage children to change their way of thinking.
- Visitors complement our PSHE curriculum to offer additional learning.
- 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.
- Assemblies are linked to PSHE, British Values and recognise individual / team achievements
- PSHE displays throughout school reinforce the PSHE curriculum enabling children to make links and feel proud of their school and achievements.

#### Impact

By the time our children leave our school they will:

- be able to confidently 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 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 and work well as a team 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