



PSHE Intent –

At Ravensdale, give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. We strive to enable pupils to understand and respect our common humanity: it's diversity and its differences so that they can go on to form, effective, fulfilling relationships that are an essential part of life and learning. The children learn about their own identity, risks, decision-making and how to keep themselves safe. Pupils also have the opportunity to recognise their own value, work well with others and become increasingly responsible for their own learning. We facilitate children to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

The Teaching of PSHE at Ravensdale - Implementation

Twelve modules are covered throughout KS2. Each unit of work, from the PSHE Matters scheme of work; builds upon knowledge gained in previous years, revisiting skills and concepts whilst extending learning through the three main areas: Relationships, Healthy and Wellbeing and Living in the Wider World. Teachers take a positive approach which focuses on what pupils can do to keep themselves and others healthy, safe and lead happy, fulfilling lives. We provide opportunities for pupils to make real decisions in a safe and supportive learning environment, where pupils can develop the confidence to ask questions and express their views and opinions.

The Impact of Learning PSHE at Ravensdale

Our PSHE curriculum will ensure that all pupils develop the key skills and knowledge outlined by Government guidelines. Teachers will gather evidence and observe pupils who demonstrate the following skills:

Perseverance and Resilience – Put mistakes and failures into a growth perspective. Positive self-talk and mindfulness.

Manage Feelings – To recognise own feelings and use strategies to manage emotions.

Respect – To show respect to oneself and others, considering communities and diversities.

Balanced life – To make the right choices to ensure a healthy mind and body.

Problem Solving – To solve problems and tasks as an individual or in a group.

Teamwork – To develop cooperation, negotiation and compromising skills.

Listening – To listen to others carefully and take their views and opinions into account.

Speaking – To take part in topical debates, giving clear, precise expanded answers.

See the progression maps for more detailed objectives, sequences in learning and objectives.

Monitoring progress and attainment:

Teachers assess the children's progress against the intended learning outcomes for each unit of work. Children are assessed at working towards (WT), reaching the expected standard (EX) or achieving a mastery level (GD) for their year group. Parents are informed of this outcome in the annual summer report.

Strategies for teaching PSHE should include:

- Eliciting prior knowledge and learning so that lessons are planned to effectively deepen knowledge and understanding. This could be through a number of metacognition strategies including low stake quizzes, quiz, quiz, swap activities or concept maps.
- Clear, detailed and considered planning including lesson ideas from PSHE Matters scheme of work, online resources, books and poster packs.
- Engaging learning tasks that encourage discussion, debate, reflection and exploration. Activities could include: worry/question box, debates, emotion tracking, consequence wheels and drama activities.
- Having a safe learning environment where ground rules are set such as not asking personal questions of the pupils, have the right to 'pass' on questions and class discussion, positive contribution and listening without interruption by putting a hand up or holding a special object to speak.

Year group coverage

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Being Healthy	Drug Education	Being Healthy	Drug Education
Difference and Diversity	Being Me Changes	Difference and Diversity	Being Me Changes
Exploring Emotions	Growing up	Exploring Emotions	Growing up
Relationships	Money Matters	Relationships	Money Matters
Being Responsible	Being Safe	Being Responsible	Being Safe
Bullying Matters		Bullying Matters	

Monitoring of the PSHE curriculum is undertaken by the subject leader on a yearly basis:

The subject lead follows a clear timetable of monitoring, which includes: book scrutinises, pupil questionnaires and lesson observations. Feedback from monitoring is given to teachers, verbally and in a written format to improve their subject knowledge, planning and practice. Where a shared need for CPD for PSHE is identified, time is allocated in the staff meeting schedule to act upon this.