



### Subject Leader 2022-2023: Intent, Implementation & Impact

<b><u>Subject</u></b>	PSHE and RSE
<b><u>Date</u></b>	September 2022
<b><u>Subject Leader</u></b>	Jenny Statham

<b><u>Intent</u></b> <i>Curriculum coverage and planning</i>	<b><u>Implementation</u></b> <i>Subject teaching and use of resources</i>	<b><u>Impact</u></b> <i>Outcomes: progression towards end of Key Stage outcomes</i>
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<b>INTENT:</b>	
<b>What do you want your subject to look like at Stephen's?</b>	At St Stephen's our intention is that the 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.
<b>How does it relate to the National Curriculum?</b>	At St Stephens's School we regard PHSCE and RSE as important, integral components of the whole curriculum. We provide a broad and balanced curriculum in line with the National Curriculum Guidance and following the PSHE association Scheme of work ensuring that they:



### **Subject Leader 2022-2023: Intent, Implementation & Impact**

	<ul style="list-style-type: none"><li>• Promote the spiritual, moral, cultural, mental and physical development of our children and of society.</li><li>• Prepare our children for the opportunities, responsibilities and experiences they already face and for adult life.</li><li>• Provide information about keeping healthy and safe, emotionally and physically.</li><li>• Encourage our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.</li><li>• Develop an understanding of sex, sexuality and the importance of healthy relationships.</li><li>• Provide information about the biological facts related to human growth and development, including reproduction.</li></ul>
<b>How does your subject show progression across the school?</b>	Each unit used from the PSHE scheme of work has a clear progression of skills throughout KS1 and KS2 that builds upon those developed in the EYFS. This progression at St Stephen's can be found in the Skills Progression document which indicates how these strands are focused on at each stage in the children's learning in this subject. Each year group's objectives are key for a child to gain an understanding in before moving on to the next year group. Teachers are made aware of the Progression document and can easily access this to see where their class have come from in the curriculum and what the children's next steps will be when they leave their class in the summer. The skills and knowledge taught in PSHE and RSE are also addressed in wider subjects in the curriculum. There are close links to science where children are taught about growth, change and reproduction.
<b>What experiences of excellence in your subject will children remember?</b>	The core values taught within PSHE and RSE are demonstrated through the links to the school values and the collection of team points with children across the classes working together. Democracy is explored with the appointment of members of each class to the school council and the appointment of a head girl and boy in school. Opportunities such as visits to the town hall and mayor allow alongside eco team projects and fundraising for



### Subject Leader 2022-2023: Intent, Implementation & Impact

	charities allow pupils to experience and develop PSHE and RSE skills in the wider community.
<b>How does my subject relate to the ethos of the school in terms of RE and Christian values?</b>	Strong links to our school values run through the PSHE and RSE Curriculum where the ideas of Trust, Friendship, Truthfulness, Love and Forgiveness are strongly embedded. The foundations of the teaching in PSHE and RSE run through collective worship and assemblies in school. PSHE, including SMSC and BV, 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. 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.
<b>How is my subject an expression of our school population and community?</b>	We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; promote diversity; 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.
<b>How is your subject made accessible for all learners? (SEND/EAL/GD)</b>	PSHE and SRE are taught using a wide range of methods, often discussion based and hands on activities. Group work is encouraged and children are often placed in groups of differing abilities to support each other and share their skills and talents. Work is recorded using scrapbooks of evidence showing mind maps, quotes from discussions and photos of games and activities completed. The bottom 20% of children at St Stephen's continue to be a priority to teaching staff. Aside from their individualised learning targets, children who fall into this bottom 20% will also be supported by quality-first teaching, targeted intervention in lessons and use of concrete and pictorial representations to scaffold small step learning.



## Subject Leader 2022-2023: Intent, Implementation & Impact

### **IMPLEMENTATION**

**How are teaching staff given expert knowledge of your subject to understand key concepts?**

**How is subject content designed and delivered in class to enable children to transfer key knowledge to long-term memory?**

**How do teachers check understanding during learning and give clear feedback?**

PSHE networks are run for Tameside schools each term and regular updates and emails are shared regarding new resources and ideas. These are then shared with school staff during staff meetings. New schemes developed by Tameside are available for SRE and Drugs alcohol and Tobacco along with a wealth of resources accessed via the Tameside PSHE website.

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 the PSED Early Learning Goals.

Key Stage 1 and Key Stage 2 - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum Guidance. We follow the scheme of work written by the PSHE Association. The programme of study sets out learning opportunities across three core themes:

**CORE THEME 1: HEALTH AND WELLBEING**

**CORE THEME 2: RELATIONSHIPS**

**CORE THEME 3: LIVING IN THE WIDER WORLD**

The scheme uses a questions based model, a question each half term for each Year Group is explored using resources and material built up from the PSHE association and from schemes developed by Tameside Council.

The use of a questions based model enables themes to be started by answering the question for that half term through discussion and pupils sharing any prior knowledge they have. This can then be built upon and the same question asked at the end of the topic to see what knowledge has been gained throughout the theme being taught. Informal assessment is conducted through best practices and following the feedback policy.



## **Subject Leader 2022-2023: Intent, Implementation & Impact**

<p><b>How is key vocabulary taught and understood in your subject?</b></p>	<p>Teachers are encouraged to give feedback on children's learning during the lesson rather than the following day. Discussion and activity based work can be paused to peer assess and check understanding with feedback given at different points to develop the learning taking place. During class discussion, use of mini-whiteboards and cold-calling is encouraged to keep all children engaged and to check understanding at all stages of the lesson to direct teaching and learning.</p> <p>Key vocabulary is covered and discussed as part of each theme, in line with the question based model key vocabulary may be given to the children to see what they know and what they would like to find out and then discussed again at the end of the theme.</p>
<p><b><u>IMPACT</u></b></p>	<p>Through the teaching and learning of PSHE and RSE pupils will:</p> <ul style="list-style-type: none"><li>• be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life</li><li>• be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society</li><li>• appreciate difference and diversity</li><li>• recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty</li><li>• be able to understand and manage their emotions</li><li>• be able to look after their mental health and well-being</li><li>• be able to develop positive, healthy relationship with their peers both now and in the future.</li><li>• understand the physical aspects involved in RSE at an age appropriate level</li><li>• have respect for themselves and others.</li><li>• have a positive self esteem</li></ul>



### **Subject Leader 2022-2023: Intent, Implementation & Impact**

**What monitoring exercises do you as a subject leader complete regularly to quality assess the subject?**

**How do you identify which children are working at the expected standard and those who need further support?**

**What are the strengths you found in your subject after your investigations?  
What are the next steps for your subject across the school generally that you have identified?**

PSHE is monitored each term by collecting in PSHE scrapbooks and discussing their content with teachers. Lesson observations and pupil voice are also used to identify strengths in the subjects and areas for development.

Informal assessment of children's ability in PSHE is carried out through class discussions and targeted questioning.

The current strengths within PSHE are the variety of tasks and activities used which engage pupils and allow pupils to share skills and talents through the use of group work. Pupils have commented that they enjoy group work and debating ideas and finding out the opinions of others. The use of the new Questions based model has helped Teachers to develop a more enquiry based approach .

Access to new materials recently developed by Tameside need to be explored further with teachers and staff will continue to be updated about new content and ideas for teaching.