



## ***PSHE Subject Intent Statement***

*Curious*

*Caring*

*Creative*

*Courageous*

***Having fun, learning together.***

*Curious, caring, creative and courageous.*

## *Intent*

Archibald First School is passionate about supporting pupils' physical, social and emotional health and wellbeing.

At Archibald we are dedicated in encouraging children to be responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

Through a wide variety of activities pupils understand the fundamental values of democracy, individual liberty, the rule of law and mutual respect and tolerance. We aim to foster attitudes to develop curious, caring, creative and courageous individuals.

Through our school rules, we as a staff share our vision with our pupils and families to be respectful to everyone in our school and our local community. KS2 delve deeper through the RE topic on Identity where they explore personal identity as British citizens and as global citizens.

We have a comprehensive PSHE education programme which we deliver across the whole school. Our programme has been written in line with National Guidance (PSHE Association) to ensure it delivers the statutory Relationships and Health Education from 2020. It covers important issues including Health and Well-being, Relationships and Living in the Wider World.

In addition to this, Archibald delivers the No Outsiders programme to ensure we are a fully inclusive school that supports the Equalities Act 2010.

All school staff are trained in all aspects of safeguarding including the Prevent agenda and Radicalisation. This training is delivered by Clennel and SLT, with new documents and policies being regularly updated on the internal CPOM library. Staff are required to read these documents to ensure a robust safeguarding for all pupils.

PSHE lessons are timetabled for every year group for one lesson per week. This is planned, resourced and delivered by class teachers. Additional input is also provided from the school nurse and other contributors from the local community.

We believe in promoting children's spiritual, moral, social and cultural development within our school ethos. In addition to the curriculum, our school promotes an ethos of safety, care and respect for all staff and pupils. We do this through:

- House team points
- Character Education: Curious, Caring, Creative and Courageous
- Class and school rules
- Robust behaviour policy
- Community links
- Regular visits to places of worship
- Multi-faith Celebrations
- Zones of Regulation
- Taking part in national campaigns: Anti-bullying week, World Mental Health Day, Show Racism the Red Card, Children in Need, Harvest Charities, Children's Cancer Run, Black History Month, Pride Month, Refugee Week, Parliament Week, School Council, Eco Schools
- Weekly Celebration Assembly led by Headteacher and teaching staff

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PSHCE lessons are taught each week and the whole school follows the same theme. Some lessons may have cross-curricular links; however, they remain focused on a PSHCE learning objective.

There is a whole school approach each term to the PSHCE Curriculum:

**Autumn Term: Relationships**

Pupils develop their understanding of families and friendships, safe relationships and respecting ourselves and others.

**Spring: Living in the Wider World**

This focus gives pupils an opportunity to explore the concept of what it means to belong to a community. They also find out about the importance of media literacy and digital resilience in an ever-changing and fast paced digital world. A study of money and work also allows children to develop a future-orientated perspective as they identify their own strengths and talents and how this could translate to future careers.

**Summer: Health and Wellbeing**

There are many opportunities for cross-curricular links within the unit on healthy lifestyles including Science and PE. Pupils learn about the importance of physical health and mental wellbeing and how this impacts their quality of life now and in the future. We aim to develop an understanding of how we grow and change and how those healthy choices now and, in the future can affect overall health.

The unit of study on safety includes medicine safety, road safety and online safety. There is a clear progression from Early Years to Year 4 as the children are exposed to more risks in their everyday lives. Curricular work is documented in PSHCE floor books and includes a variety of photographs, artwork, posters and pupil responses.

**EAL and Social Disadvantaged pupils (FSM and PP)**

When delivering lessons on PSHCE staff are sensitive to the needs and backgrounds of all our pupils. Cultural diversity is respected and celebrated through our No Outsiders books. Language barriers are taken into consideration in group and class discussions and differentiated for in written work, as and when required.

Care and sensitivity are taken when discussing subjects such as healthy eating and healthy lifestyles. An awareness of a variety of socio-economic backgrounds is crucial when delivering a PSHCE curriculum that is inclusive and supportive of all pupils.

**Humanities Topic with PSHE Focus**

In the final summer term, all year groups take part in a mini topic linked to a prescribed text for Refugee Week. Pupils then move onto a four-week topic entitled 'Planet Protectors'. Each year group has a planned series of lessons based around an enquiry question with a PSHE focus. The final lessons encourage the children to 'take action' to make the world a better place.

**Transitions**

Transition arrangements are well embedded in our school ethos. Good communication between feeder nurseries and middle schools ensures pupils are well prepared as they move from or onto another

educational setting. Our SEND coordinator works with many external agencies to support our pupils with additional needs with extended transition arrangements.

### **Personal Development**

The spiritual, moral, social and cultural development of pupils is fostered through:

- PSHE curriculum – Personal responsibility, boundaries, rules, safety, democracy
- RE Curriculum – Equality, Diversity, Respect, Tolerance
- Humanities Curriculum- National & global citizenship, cultural diversity
- Literacy Curriculum- Variety of texts, authors and genres
- Assemblies – Values and external visitors
- Class/ School Rules- Rule of Law
- Pupil responsibilities and jobs- Personal responsibility
- No Outsiders - timetabled texts in each key stage

### **Gathering evidence will include:**

- Evaluating the PSHE curriculum in key stages. What works well? Looking at floor books and discussion with staff and pupils each term.
- Meeting with Green Team and School Council. Do they know how to gather their classmates' ideas? Do they have time and opportunity within the classroom to do this?
- Discussion with staff on assembly themes. Do we need to revisit any themes or include new ones to reflect the needs of our pupils?
- Gather Pupil Voice. Summary report to be given to governors.
- Anti-bullying week – Gather pupils' work and photos for PSHCE display board
- Use social media (X), Year group blogs and school newsletters to update parents and the local community on school initiatives and links to PSHCE
- Work collaboratively with Healthy Schools Co-Ordinator and Mental Health Lead – A Watson (EYFS)

**Impact**

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