

<u>Subject PSHE</u>  <u>Subject Lead:</u> Sam Dalton	Subject Intent: Our curriculum begins with our children’s first-hand experiences building on each child’s starting points and develops, year on year, building from the school community to the wider world and beyond. This is planned through a creative and thematic approach to learning, where topics are designed to complement and build on one another with clear progression in skills and knowledge and links so that, in subsequent year groups, they will be able to explore concepts deeper, applying their knowledge in different contexts. Children leave our school as well rounded citizens ready for the wider world with a knowledge of healthy relationships, lifestyles, money and aspirations for their future. We want our children to be happy, to know how look after their own well being to encourage positive mental health. We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.			St Columb Major Academy School Priorities: 1. <u>Curriculum:</u> To secure a rich curriculum across all subjects which strengthens pupils’ vocabulary and builds on prior knowledge to enable pupils to make links between all areas of learning. 2. <u>Outcome:</u> Targeted support for every child who needs it with specific focus on identified pupils (DD) to ensure all pupils achieve outcomes. 3. <u>Pedagogy:</u> To secure consistency in implementation in every class.
Teaching Following the PSHE association thematic model supported by other resources. Taught weekly across the Key stages and throughout EYFS learning. Subject Knowledge organisers in place.	Personalised Learning Follow PSHE association model but teachers are able to adapt to children’s needs and issues as they arise in class. EG: friendship issues, mental health, self esteem.	Resources PSHE association subscription which has links to various resources elsewhere which are free to access.	Cultural Capital Pupil voice in: Playground buddies Stay safe mentors School council Understanding of money, healthy relationships, safety, health and behaviour towards others.	Assessment Book looks Pupil conferencing Floor books
Inclusion - SEND Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions Adapted learning IEP Targets SEND document – support pupils to access PSHE.	Curriculum Scope and Progression Exceeds the requirement of the NC through: Component parts are sequenced to build on prior learning Disciplinary and Substantive knowledge mapped out across the school Reconnect lessons to fill any missed, rusty or lost learning Wider curriculum links – PSHE embodies the curriculum – being healthy – science, Money – maths. Looking after yourself in body and mind helps be ready for any learning or opportunities.	Working as a citizen of the world? Children will build up their skills and build upon previous knowledge to create a well rounded person ready for life outside of primary school in the wider community and world. Personal - what makes me unique and special. Social - how I choose to communicate and behave towards others. Health – how I look after myself by keeping clean and staying healthy in body and mind. Economics – understanding the value of money.	Monitoring Book Looks – exercise books and floorbooks Learning Walks Pupil Voice	Outcomes Building upon life skills ready to enter the wider world as a well rounded, knowledgeable citizen.
Disadvantaged Pupils Quality First Teaching. Planned additional support from adults (and as required). Standards and interventions tracked termly by SLt	Transition Information and data sharing with class teachers – sharing ways to support children with well being and extra needs. Links with secondary school to share information	CPD PSHE Leaders – termly meetings with Kernow Learning PSHE leads Mental health champion training – place2be	Strengths We have a strong pupil voice in school and children in supportive roles of one another. Parent communication and consultation linked to RSE. Teachers are very reactive to their own class needs when issues arise.	Next Steps Look at new DFE guidance. Ensure this matches curriculum. Focus on mental health and gaming/ on line safety. When I receive the information from the Right on survey look at key areas for our school to put teaching in place. Monitor mixed age planning and implementation.