



## PSHE

# Intent, Implementation and Impact Statement

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## Intent

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The intention of the PSHE Curriculum at Aberford is to enable our children to become confident, healthy and responsible members of society. As part of a whole-school approach, the PSHE Curriculum develops the qualities and attributes children need to thrive as individuals, family members and members of society. Through the PSHE Curriculum, children understand how to make informed decisions about their wellbeing, health and relationships. No-one can predict what the world will look like when the children leave school and are finding their roles in society; through the PSHE curriculum, and wider School curriculum and ethos, we will prepare our children for whatever they face. The mental health and wellbeing of children at school is a focus, and we ensure children have strategies to priorities their own mental health and know where to go for support in times of need.

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## Implementation

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The You and Me and PSHE scheme, enhanced by MindMate lessons, is a planned and mapped out programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. The PSHE curriculum, taught weekly in discrete lessons, is also reflected in the whole school curriculum and shared Christian values, and is embedded in day to day life and lessons. The content of our Collective Worship encourages a positive school ethos of tolerance, caring and understanding for all. Collective Worship are used to reinforce and develop our school values, promoting pupils' spiritual, moral, social and cultural (SMSC) development, and fundamental British Values. In school, children's voices are heard through ACE Committee and School Council. Children are confident in challenging stereotypes and in understanding how to be anti-racist. Children recognise they are growing up in a diverse but unequal world and that they have a voice to change that, and a responsibility to do so.

The You, Me and PSHE scheme is split into strands that continue as a spiralling curriculum from Year 1 to Year 6. Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes).

- Sex and relationship education (SRE)
- Drug, alcohol and tobacco education
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Careers, financial capability and economic wellbeing
- Identity, society and equality

In PSHE lessons, it is important to establish a safe and supportive environment. Ground rules are agreed by the staff and pupils before the lesson begins and are adhered to throughout the lessons. Discussions are managed sensitively and the teacher responds appropriately to spontaneous questions and comments raised by pupils. The teacher is aware of vulnerable pupils and enables them to safely participate.

MindMate Champions is an evidence-based self-evaluation, action planning and recognition programme for Schools (and other settings) and is part of the prevention element of Future in Mind Leeds: a strategy to improve the Social, Emotional & Mental Health (SEMH) and wellbeing of children and young people aged 0-25 years. When designing the curriculum, they prioritised key skills (self-awareness, self-regulation, motivation, empathy and social skills). There are six spiralled core lessons per year; one from each of the following themes:

- Feeling good and being me
- Family and friends
- Being the same and being different
- Life changes and transitions
- Strong emotions
- Solving problems/Making things better

There are also Mindfulness lessons as a focus module for each year. Learning for this theme supports children in developing attitudes associated with being comfortable, connected and relaxed in their bodies and the ability to be present, moment-by-moment, first in their bodies, exploring the physical sensations that might be found there and then with an object, in terms of its physical characteristics and, finally, with sounds that can be heard in the classroom. Gradually, children learn to focus their attention on parts of the body, or the object or sounds. An important aspect of this learning is the development of language that describes the findings of such exploration. Children need to feel safe in their bodies before they can truly learn, collaborate and gain emotional regulation. Paying attention, or concentrating, is vital for learning and is also a key building block for emotional regulation. A secure base of embodiment and attention forms the foundation for later inquiries into the nature of thoughts, feelings and emotions.

After parental consultation in November 2020, we have agreed to teach Sex and Relationships Education that goes beyond the statutory requirements. The You, Me and PSHE scheme is used to deliver the SRE unit, carefully mapped to Aberford children's needs and requirements.



The You, Me and PSHE scheme and the Mindmate scheme have been carefully mapped out onto a rolling two year programme, to support Aberford's mixed age classes. After new statutory curriculum requirements came into effect in September 2020, to ensure curriculum coverage, we have also mapped requirements to other curriculum subjects, Computing and Design Technology. We have also created stand alone lessons to ensure complete coverage.

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## Impact

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In November 2020, school undertook Wellbeing Survey, and in normal years complete a My Health, My School survey in Year 5/6 in the summer term. The My Health, My School survey is a pupil perception survey that asks children and young people a range of questions under eight key themes: All About Me, Healthy Eating, Physical Activity and Sport, PE in School, Drugs Alcohol & Tobacco, Sexual Health, Social, Emotional & Mental Health (SEMH) and My School/College. We then use this data to inform our provision and PSHE content.

Assessment of children's skills and knowledge is also planned into the You, Me and PSHE Scheme of work. At the beginning of the topic pupils complete a pre-topic assessment activity, which is then repeated at the end of the topic. This enables pupils and teachers to understand and demonstrate the progress made. Pupils also complete a self-reflection sheet at the end of each topic; to encourage self-evaluation and reflection on learning within the topic as a whole unit of work.

When children leave Aberford we want them to be secure in themselves and have the strategies to navigate through life's decisions and situations.

*"The final forming of a person's character lies in their own hands."*

Anne Frank